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ABSTRACT

Many adults in basic literacy programs tend to drop out if they cannot see the program's relevance to the real world. In response to this problem, Odessa College (Odessa, Texas) developed, implemented, and evaluated an innovative program for adult education through technology designed to provide high quality, multimedia literacy education directly related to employability and the workplace for special needs and disadvantaged adults. The Odessa Job Opportunities and Basic Skills (JOBS) students were targeted as the experimental group. The Pecos JOBS students and Odessa Learning Center non-JOBS students served as control groups. The experimental group students were instructed in workplace competencies using the Comprehensive Competency Program (CCP) and were also provided with information on jobs. These students used computers and videos to study workplace math, English, reading, social skills, reasoning skills, values, employability skills, and vocational training requirements. They were encouraged to use these tools to explore their aptitude, interests, and learning style as they progressed on their academic skills. The Pecos group was encouraged to explore the same, without technology components. Obstacles were use of part-time instructors and student reluctance to leave the more familiar General Educational Development program studies. (Appendixes include the following: student reports and profiles, project quarterly reports, newsletter articles, advisory board agenda, training session agenda and handouts, Conover software (as used in the project) to CCP and to basic skills cross references, evaluation forms and results, and vendor references with addresses.) (YLB)

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ED 361 590

FINAL REPORT

Adult Education Through Technology Project

Program Year 1990-1991

Funded by
The Local Capacity Building Projects
Adult Education Through Technology
Texas Education Agency

U.S. DEPARTMENT OF EDUCATION
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ABSTRACT

The Adult Education Through Technology project has provided additional support for JOBS clients in Odessa and Pecos over seven months. The results are included in this report; the qualitative results can only be proven as the students test their talents in the job market in years ahead. The data provided tells hours spent, programs completed and levels of progress made. This data does not speak of changes in quality of the person's life, today or tomorrow. Odessa College has used computer, video, audio, print, and seminars and workshops prior to this project with great success. The same technology program added to a less enriched environment might see even greater gains. Specifically, this project added curricula that educated the students about workplace competencies and provided information on jobs. The students used computers and videos to study workplace math, English, reading, social skills, reasoning skills, values, employability skills and vocational training requirements. They were encouraged to use these tools to explore their aptitude, interests and learning style as they progressed on their academic skills. The Pecos group was encouraged to explore the same, without technology components. Comparing students in these two programs is apples to oranges. I think that our end result is better apples and better oranges. Attrition and poor attendance are still concerns in each program. Comparison to other JOBS programs and replication of this project may offer a clearer view of our results.

STATEMENT OF NEED

National, state, and local studies all point out that literacy in all areas of life in the United States is dangerously below acceptable standards for any nation, especially among those not classified as developing nations. Even more detrimental to the development and survival of the American economic system is the appalling situation concerning workplace literacy. Texas, third most populous state in the U.S., ranks 47th among the 50 states in citizen literacy. "Workforce Literacy in the South" published by the Sunbelt Institute of Atlanta shows that 33% of adult Texans are functionally illiterate. Of the 10 million Texans over the age of 18, one in three lacks the reading, speaking, writing and computational skills necessary for everyday life situations. The Texas Department of Commerce estimates illiteracy costs the state $17.12 billion a year through lost income, missed tax revenue, unemployment insurance, adult training and education, and the increased cost of crime, welfare and incarceration. Nationally, 30% of displaced workers lack basic literacy skills, and, in Texas these percentages are probably higher. Reports from the U.S. Department of Labor (The Bottom Line: Basic Skills in the Workplace), The National Alliance of Business (Workplace 2000), The Educational Summit held earlier this year, Texas Business Today, The Texas Literacy Council and others too numerous to mention all emphasize the tremendous need for effective literacy training for all citizens, but

more so for those who are or wish to be a contributing member of the workforce.

Adult Basic Education (ABE) programs, literacy groups, churches, other agencies and organizations have been presenting literacy programs for years. However, less than 8% of those adults in need choose to participate in the available programs. The drop-out rate for adult education programs approaches 50% in most areas. Most of these dropouts come from the top priority group ABE is charged with serving. Now, with the emphasis and directions for serving the "hardest-to-serve" portion of that group, the Aid to Families With Dependent Children (AFDC)/Job Opportunity through Basic Skills (JOBS) adults, new approaches to programming must be established. We must go beyond the traditional classroom or traditional technology approaches of providing what is referred to as remedial education and "life-skills".

Estimates from Texas Educational Agency (TEA) and Texas Department of Human Services (TDHS) indicate approximately 181,127 eligible JOBS clients are in need of our services. These clients have not been, for the most part, highly motivated to achieve in the educational setting as it is presently structured. Just studying for that General Education Development (GED) so they can look forward to, at best, pay slightly above minimum wage is not enough. This attitude barrier, coupled with expenditures no longer covered by state or federal government, are major obstacles

adult educators face. When examining other "special populations" including Job Training Through Partnership Act (JTPA) youth and adult, single parents, Carl Perkins pre-vocational and vocational candidates, corrections, homeless, Competency Based High School Diploma (CBHSD), higher level Mental Health and Mental Retardation (MHMR), Adult Basic Education (ABE/GED), State Legalization Impact Assistance Grant (SLIAG), Amnesty, under-educated, under-employed or unemployed adult, the numbers are more than can be handled with present allocations.

The goals are: to motivate students to stay in programs until completion, to achieve at higher levels of competency, to plan for what happens once they leave our doors, and to develop learning skills that they can take with them wherever they choose. Achieving this will bring us additional students, and will secure more funding from non-traditional sources, such as business and industry, organizations, foundations, and agencies.

A study of employers' identification of workers' needs published in The Literacy Beat, a special newsletter of the Education Writers' Association, indicates that workers not only need higher math and verbal skills, but also need attitude, initiative, problem solving, reasoning, and decision-making skills. ABE has traditionally addressed the academic along with some life skills topics, but has ignored specific work related skills. Students come to ABE classes to "get the GED" as if the piece of paper is something

magical and the answer to all their problems. They seldom see a relation between the skill they are learning and the real world. This lack of relevance to the real world could be the reason for adults to drop out of our programs. This is especially true of the hard to serve special populations.

Therefore, there is a definite need to implement and coordinate a program for adult education through technology, to address these important factors for success. Odessa College developed, implemented and evaluated such a program. The multimedia approach of computer, video, audio, print, and seminars and workshops was used to educate the students about the workplace competencies required in numerous occupational clusters and individual job classifications.

The students studied requirements for workplace math, English, reading, social skills, reasoning skills, values, employability skills, vocational training requirements; explored interests and learning style, and were evaluated on academic functioning levels. It should be noted that the Pecos and Odessa College JOBS programs are not limited to level two clients--meaning that we serve students below a ninth grade educational level as well as those above.

Seminars on topics pertinent to education and employability, to assist students in realistically addressing their own needs, are an ongoing portion of our program. In implementing the project, these seminars were not considered to be part of the technology. The project director, in cooperation with the ABE instructors, developed

a cross-reference guide (APPENDIX F) that ties the work-place basic skills to other commercially available printed material, the US BASIC Comprehensive Competency Program (CCP) curriculum, and other computer and video instruction curricula in place at the learning center. This enables the instructors to place the students where they can attain the needed skills as they work toward the GED. This individual educational and employability focus builds the ABE program capacity by enabling more students to participate and will promote retention as adults are achieving realistic goals that have immediate application, or have been linked with future real world application.

COMMENTS ON HOW THE TECHNOLOGY PROJECT MET THESE NEEDS

Using work related topics for adult learners has been MOTIVATIONAL! By demonstrating that the GED academic program can put them in better control of their lives, the students saw that education is in their own interest. It made the GED more than just a required piece of paper. The work related materials presented in the project were ADULT in content (as are most of the materials in our CCP lab.) Students take pride in working in materials that are not childish. The On the Job materials differ (more than standard adult education materials) from the materials that the student used in previous school experiences. The materials used in the past seem to bring a reminder of failures; whereas, the On the Job packages offer a new opportunity for success. Exploring adult situations stimulated interest and met student's needs--either directly or indirectly. Whether students were trying to grasp a concept that applies to a current job or laying a foundation for future career growth, they saw the advantage of drills that relate to the world of work. Students often address these needs to adult education teachers as casual questions if these needs are not met in class. We may forget to think of this as part of teaching. "Will you check my resume?" or "I need to be able to read a meter at work, can you explain those to me?" usually slip into moments before and after classes. Classroom experiences that bring in real life examples make presentations more interesting for everyone.

The software used in the learning center proved ideal for students who want specific career information on those careers available. Lists and information about the programs found in the methods section. Additional breakdowns of product content of these packages are in charts in APPENDIX G. The software and supplemental programs that have proven most beneficial to students are:

Learning Activity Packages (LAP) 15 career areas,
English On the Job (EOJ) 31 career areas,
Math On the Job (MOJ), 31 career areas,
Reasoning On the Job (ROJ) 12 career areas and
Career And Social skills Training (CAST).
Group Interest Sort (GIS) and
Learning Styles Inventory (LSI).

These are particularly helpful in introducing the student to the worlds of job search and study skills. Each LAP, EOJ, MOJ and ROJ unit provides job-specific academics related to functioning in the workplace. This provides a link between a student's vocational interests and the academic subjects that they have covered for the GED, providing motivation and reinforcing learning. For additional information on how these program were used in this project, please refer to the METHODOLOGY section.

BACKGROUND INFORMATION

The Odessa College ABE Co-op has served as fiscal agent for a twelve-county West Texas area since 1973. The counties served by the co-op include Andrews, Brewster, Culberson, Jeff Davis, Ector, Loving, Pecos, Presidio, Reeves, Terrell, Ward, and Winkler. In coordination with a number of community-based organizations, agencies, institutions, businesses, and industry, the co-op provides various adult education programs to individuals of different ethnic backgrounds and economic status. Class offerings include literacy programs, basic education classes, GED preparation, competency-based high school diploma programs, life-coping skills, Amnesty education, citizenship preparation, ESL, ABE, GED, and citizenship, as well as special workshops on various topics for adult students. Besides a full range of class offerings on the Odessa College campus, classes are taught in public school buildings, churches, MHMR facilities, county jails, federal prisons, nursing homes, senior centers, libraries, half-way houses, community centers, ranches, resort hotels, Catholic Charities, a VFW hall, local businesses, county offices, and industrial sites.

The Odessa College Co-op has been instrumental in implementing a number of innovative adult education programs in response to community needs. ESL classes on oil-field rig sites via taped lessons combined with classroom instruction; workplace ESL conducted on site at construction

companies, dirt-moving company, a trucking firm that transported hazardous materials, an industrial laundry, various hospitals, city water department, Luby's Cafeteria, Ector County Independent School District (ISD) Transportation Department, and several drilling companies. GED classes for workplace have been conducted in many of the same sites. Previous Special Projects grants conducted successfully by Odessa College include: The formation of the West Texas Adult Literacy Council; the development of ESL computer games; the incorporation of computer programs and instruction in the Odessa College GED classes; and, the GED on TV pilot project. The CCP/ESL Citizenship program was one of the top 20 in the USA, the CCP/ESL program in Fort Stockton was number one in the country for four consecutive quarters, and the CCP academic program in Fort Stockton was in the top 20 nationally. Immigration and Naturalization Service (INS) recognized Odessa College's Amnesty Program with a bronze plaque for outstanding service to the agency and the eligible legalized aliens in our program. Various local, state, and federal agencies and organizations, literacy organizations, and businesses whose assistance and support will be essential for project implementation and coordination are already cooperating with adult education programs by referring students and/or providing instructional sites. Among such agencies are the Texas Department of Human Services, Texas Rehab, Texas Employment Commission, Job Training Partnership Act, Adult

Probation, and the West Texas Adult Literacy Council. All clients at the Noel Learning Center including these referrals have access to the activities of this project, however, Texas Department of Human Services, Texas Rehab, Texas Employment Commission, Job Training Partnership Act, Adult Probation, and the West Texas Adult Literacy Council participants in the JOBS program will have priority during the afternoon sessions as they will be the experimental group for the purpose of this grant. Members of those organizations also serve on the local advisory board.

PECOS

In the original project description it was noted that the participation, dedication, attendance, individual moods, achievements, and progress of the Odessa JOBS class far surpassed that of Pecos. The APDC class in Odessa was first introduced to the matching of real world needs and our academic preparation while the Pecos JOBS class was "just working on the GED". We proposed that the existing enrichment to the GED program in Odessa was only a minimal amount of what is needed to make superior classes for students.

Reviewing the project plan with an advisor from TEA, we determined that project data could be more meaningful if the students in Pecos were provided job related materials on a non-technology format. In this way, both classes were provided enrichment. The following describes the differences in the two classes, prior and during the project, that should be kept in mind when comparing data.

ODESSA	PECOS
Participants are diverse: * multi-culture, * broader age range, * male client.	Participants are more similar: * single culture, * more limited age range, * all female.
Several case workers.	One case worker.
Options are available: * survival skills * commercial colleges * other options	Limited or no options, * a long drive is required to reach other classes.
Multi-teacher environment.	One teacher.
Higher student/teacher ratio.	Low student/teacher ratio.
Mixed in with ABE-GED class.	Closed class environment.
Wide variety of materials.	Limited variety of materials.
Use technology related materials.	Use non-technology job materials.

PURPOSE AND OBJECTIVES (including Goal Statement)

The main purpose of the proposed project is to develop, implement, and evaluate an innovative delivery of adult education instruction through computer and multimedia technology.

The main goal of the proposed project is to provide quality, multimedia literacy education directly related to employability and the workplace for special needs and disadvantaged adults.

Objectives: The objectives of this project were:

1. To develop and implement a model adult education program using technology.
2. Expand the capacity of the local program by increasing the effectiveness of the program to deliver services to specific subpopulations of students or potential students.
3. To develop a manual for adult educators that contains a description of the technology model and its implementation including specifics as to how the program could be replicated.
4. To provide high quality training in the planning, development, implementation and results of the technology project to other interested adult educators.

Results are given in APPENDIX A, Student Reports and Profiles, and APPENDIX B, Quarterly Reports. For the purpose of this project, the Odessa JOBS students were targeted as the experimental group. The Pecos JOBS students and Odessa Learning Center non-JOBS student served as control groups.

METHODOLOGY

General Design

Project clientele consisted initially of adults from the JOBS program who needed special services to relate the academic and literacy education to the real world of employment and work related tasks, motivating them to actively participate and to increase the retention in the ABE programs. Other adult students also had the opportunity to take advantage of the program components which include: video tapes, audio tapes, computer exercises, printed material, diagnostic and evaluative instruments, group discussions, and special topics presentations. These are listed later in this section.

Each of the students on the JOBS student roster was given the GIS and the LSI and we discussed an individualized Conover learning plan. Once assigned, the student was coached and monitored for progress along that plan -- at their own pace.

The class consists of a fluid population--new students flow in, others drop out. Many students drop out and back in depending on personal problems and the pressures applied by their case worker.

The JOBS class met Monday through Thursday. Two sessions were held: AM - 9:00 to 11:30 and PM - 1:00 to 3:30. Students attended one or both sessions as determined by the case worker. Students in the JOBS program shared all of the facilities of the Odessa College CCP learning center

with other ABE/GED students. Although they had a designated instructor, team teaching was used.

Student grade levels vary so that some required a great deal of coaching and supervision. Others worked alone and were self starters so that the only problems were having them down on a sign-in sheet, and making sure they didn't crowd out more timid learners.

Students that could not read at all were not able to participate fully in the project. Students that could read, but below the fifth grade level, were involved in group activities in the project coordinator's office--primarily using LAP programs as a group. As these reading group students progressed, they were able to repeat these units in the learning center. Group activities for our introductory reading students included:

* Watching and discussing CAST video tapes
* Performing CAST self evaluation - with assistance from the reading instructor
* Watching Why Study? tapes/discussion
* Performing LAP as a group activity
* Learning Style Inventory
* Group Inventory Sort

There are fifteen LAP units. LAP's provided the students with an introductory opportunity to explore and learn some of the basic academic skills necessary for successful performance in the world of work. Students discovered how various basic academic skills are used within an occupational interest area, and they learned how well they could perform drill and practice. These exercises were written with low vocabulary requirements so that students

with little knowledge of the career area can successfully complete each exercise. The sections of the LAP can be repeated until mastered. Several LAP units can be done with basic math and fourth grade reading, others require more math or reading skills. The students below forth grade level enjoy doing these as a reading assignment with tutoring.

Students above the fifth grade reading level worked in the learning center with coaching on Learning Activity Packages (LAP) and English On the Job (EOJ). Students over an eighth grade level can work independently on these two packages and are able to work in any Conover program, including the Reasoning On the Job (ROJ) units--the most difficult.

Student ability to work independently on Math On the Job (MOJ) programs varies more on a unit and individual basis. For example the programming unit contains binary conversion problems. This was a new concept even for our students who have begun Algebra and Geometry in the GED studies. Conversely, individuals who have real experience with specific tasks do better on problems requiring reading fractional information from represented gauges than their tested math score would indicate. The cross reference in APPENDIX F will be helpful when using U.S. BASICS CCP. The Conover company charts (APPENDIX G) relate what basic skills are covered in these programs. These cross-references enable teachers to locate the approximate CCP (grade) level

a student needs in math to attempt a LAP or MOJ unit. The EOJ and ROJ skills vary within the units. Students with fifth grade reading skill level (or higher) may use Conover units with a tutor or teacher available.

Resulting diagnostic information can be used for prescribing additional basic skills remediation. Beyond career information and ordinary academic drills the ROJ software includes repudiation for these skills:

* Locating and utilizing information sources
* Classifying
* Making estimates
* Making decisions
* Planning and coordinating problem solving
* Diagnosing problems and causes
* Comparing and evaluating problem solutions

Individual experiences may increase the success of the student beyond their academic level in these "On the Job" programs. It may seem obvious that students who have work experience perform well on tasks that relate to that skill. Students learning from this program can be observed learning in a way that might be seen as backward in a traditional methodology. An example of this is a learner applying what they know from the material world -- reading a gauge or making change -- to GED mathematics.

The straight forward benefit of the program is that the word problems in the On the Job programs reinforce the need for academic subjects in the world of work. Additional information on the job category is provided along with the drills and exercises, increasing the student's awareness of job requirements and the variety of career availability.

The most difficult to implement of these programs has been the social skill or CAST programs. This series could be best presented in a stable group setting. This program is more personal and uses technology in video tapes and the printing out of student work sheets. To properly use CAST regular group meeting would be needed. Group trust bonds could be developed in groups of about eight to ten students meeting twice a week. Covering the entire CAST program that we have available--thirteen interest areas with videos and workbooks and twenty remediation units--would take a period of three months or more. This remediation work is group counseling, not technology. The size, diversity and fluidity of our class and it's location in the learning center with other students made a more open, but limited approach to this necessary. Tapes have been prescribed for students according to their interest areas. Social Skills training tapes and materials have been made available to teachers for use in their group work with students. The complete remediation of social skills would make a separate project.

In counseling with the students, always ask, "What information do you need?" One can make assumptions, but shouldn't depend on them. "How are you employed now (paid or at home)?", "How would you LIKE to be employed?" are good questions to ask. Some examples of how students benefit from career information include:

* Students that have never been employed (outside the home--young students, displaced homemakers, public assistance clients) need exposure to a wide variety of career information that builds vocabulary and establishes motivation and interest:

* Students that are employed but need to improve skills to retain or advance in their current job, need help with specific academic areas and may or may not recognize these weak points.

* Students that are employed but want to change careers, need specifics about job availability and training requirements as well as an opportunity to try out their academic skills on required topics. This information is best provided on the Occupational Outlook on Computer, purchased from Career Materials Inc.

Separate reports were developed for students participating that are not JOBS eligible. These programs were made available to evening students and their totals are included when available.

Although our student population is increasingly enthusiastic, attendance and participation level are affected by incidentals such as days that were icy, rainy and school holidays. Students that are new or returning after a long absence need a week or more to settle into the CCP routine before introducing them to the Conover process. This varied with student availability and interest in the program. The first report in APPENDIX A shows how data was kept on student interests, academic level and current work. The second report shows student participation and progress.

Daily routines for students that participated included using a daily sign in sheet to record time. Student progress reports were given informally at various times to

the students as individuals and to the instructor. Student were given certificates when completing a unit of study.

Project activities:

1. Development of an overall plan for the delivery of the technology component and how it relates to other programs and services of adult education.

2. Identification and screening of available educational materials and systems of delivery suitable for the adult population, in coordination with project advisory board and ABE staff.

3. Selection and acquisition of suitable materials and systems.

   * Purchase of hardware and software; including 6 IBM compatible computers and 4 printers with 2 switch boxes;

   * Purchase of supplementary instructional materials;

   * Purchase of diagnostic instruments.

4. Implementation of project schedule for classes for targeted population.

5. Project implementation:

   * Training of instructors selected to participate;

   * Program publicity;

   * Student enrollment and orientation;

   * Availability of instructional material and hardware;

   * On-going supervision by project coordinator;

   * On-going coordination with sponsoring agency.

6. Development of project manual for implementation of instruction:

   * Program curriculum;

   * Cross-reference with other curriculum used in ABE;

   * Computer component;

* Video tape component;

* Audio tape component;

* Print component;

* Group interaction component.

7. Development of project guide for cross-referencing this project curricula with commercially available curricula: (purchased by local funds)

   * CCP

   * Skills Bank

   * GED on TV

   * Other publishers' printed material

8. Preparation of final project report:

   * Documentation of student participation;

   * Analysis of participants and their accomplishments;

   * Evaluation of participants and their accomplishments;

   * Comparison of project participants with participants in traditional adult basic education classes.

9. Dissemination of final project report, project manual, and guide.

   * To TEA;

   * To state ABE co-ops;

   * To Adult Education Clearinghouse.

Participants:

Project participants include:

* Project coordinator;

* Learning center staff/instructors;

* Project advisory board;

* Undereducated adults from the JOBS program

who need realistic curriculum and educational services that tie academic upgrading/literacy education directly to the real world of employment and the workplace.

Methods and Materials:

All methods and materials used in the proposed project were employed in accordance with the project overall plan and materials selection. The project advisory board and project staff made decisions on a day to day basis to keep the project in the spirit of the original plan.

SOFTWARE/VIDEO LIST	PROVIDER
Group Interest Sort (video)	Conover
Learning Styles Inventory (video)	Piney Mountain Press
Learning Activity Packets (comp.)	Conover
Math On The Job (comp.)	Conover
English On The Job (comp.)	Conover
Social Skills On The Job (video)	Conover
Reasoning Skills On The Job (comp.)	Conover
Guidance and Counseling (comp.)	Conover
Why Study Math? (video)	The School Company
Why Study English? (video)	The School Company
Why Reading is Important (video)	The School Company
Why Writing is Important (video)	The School Company
Power of Choice System (video)	Live Wire Video
Job Readiness Series (comp.)	MCE
Job Success Series (comp.)	MCE
Career Group (comp.)	MCE
Be A Winner (comp.)	MCE
Steps for Career Choice (comp.)	Conover
Occupational Outlook on Computer	Career Materials Inc.

Methods employed in project development, implementation, and evaluation were based on activities that have been effective and successful for previous projects dealing with technology approach to adult education via computer, video, audio, print, and group interaction:

* Formation of a project advisory board comprised of representatives from TDHS, TEC, Texas Rehab, a private employer, JTPA, probation, literacy council, ABE Director, project coordinator, the JOBS instructor and a JOBS student;
* Program publicity and student recruitment;
* Enrollment and orientation for students;
* Instructional assistance to project participants;
* Documentation of participant data;
* On-going project monitoring;
* Project evaluation through documentation and analysis of participant data.

Methods employed in assisting students who participated in the multimedia instruction were based upon activities that have been proven to be effective and successful for previous projects:

* Assessment of academic functioning level based on CCP levels of achievement.
* Exploration of attitudes, aptitude, personality traits related to education, training, and employment;
* Examination of actual work related skills pertaining to math, English, reading, reasoning abilities, social skills, values and self-concept, employability skills, and assertiveness;
* Instruction in adult basic education, GED preparation, life skills;
* Counseling (individual and group);
* Development of education and employability/ training plan; (see APPENDIX A)
* Awareness of and referral to other programs/ services needed by participants.

Overall, the project coordinated with federal, state, and local institutions, agencies, and organizations which contribute to successful operation of the adult education program.

Coordination and Dissemination:

Development and implementation of the proposed project was coordinated with and linked to regular, on-going activities carried out by the ABE co-op program, and with activities provided through TDHS, Texas Employment Commission (TEC), JTPA and other providers.

The project assisted those adults in need of adult basic education instruction and the majority of whom are least educated and least prepared to enter the workforce. These adults are classified as priority clientele in the State of Texas Annual Program Plan for Adult Education. Additionally, the JOBS clients are mandated to work toward education advancement and employment under the new federal laws concerning AFDC.

This project manual including the cross-references and other appendices should serve as a guide to others wishing to gain from the experiences of this project. These have been submitted to the Adult and Community Education Division of the Texas Education Agency, all Texas ABE Co-ops, and the Adult Education Clearinghouse. Copies of this manual will also be disseminated outside Texas upon request.

Personnel:

The Director for the Division of Adult and Community Education for Odessa College monitored all project activities and assisted with project development and implementation.

The Odessa College Adult Education Co-op Director functioned as the project director. The project director has 17 years of experience with all administrative and instructional aspects of adult education and job training, five of those in the Texas system. He has participated in the writing and implementation of special projects and innovative educational programs for adults, was coordinator

of the GED on TV special project in 1986-87 at Odessa College, has published papers on literacy for non-native English Speaking in the Association of Community College Trustees (ACCT) Journal, and consistently has programs cited for excellence on local, state, and national level. Approximately 10% of his time was devoted to the project coordination, supervision, and evaluation.

The full-time project coordinator was selected from the part-time staff. Her experience in computer applications and program development comes from ten years experience in the private sector. She worked for one year evaluating undereducated, special needs population in our placement lab. She is pursuing her masters degree and has an interest in job training for adults and employability skills development.

The advisory committee had cross-representation from agencies, businesses, students, and staff associated with the target population. This project advisory board had representatives from TDHS, TEC, Texas Rehab, a private employer, JTPA, the adult probation office, the local literacy council, the Director of Continuing Education, the ABE Director, project coordinator, the JOBS instructor and a JOBS student.

Since the project site has a large minority population, students served by the proposed project represented a proportionate number of various ethnic and economical

backgrounds. All participants fell under the TEA guidelines.

Facilities:

In September 1990, ABE programs were moved into a modern 20,000 square feet Downtown Learning Center donated by the REXENE Company. The West Texas Adult Literacy Council located their office on the same floor and share 6 tutoring rooms in a cooperative effort to better serve the adults of Odessa in need of literacy education. The First Floor houses Odessa College's Community Education Business and Industry programs, computer training center, and a Small Business Incubator Program. Odessa College purchased a complete US BASICS CCP Program for ABE to add to the CCP/ESL/Citizenship Program donated by United Parcel Company. In addition to the open learning center, there are classrooms for CBHSD, testing and counseling, 6 classrooms for English as a Second Language (ESL), a student/teacher lounge, and a 16' X 16' A-V lab. The project coordinator was housed at the Odessa College Downtown Learning Center. This location greatly facilitated project development and implementation by giving the project coordinator ready access to necessary operational procedures.

Classes were conducted in the center to enable the coordinator daily observation and interaction with staff and students. The coordinator was also responsible for instruction and training of ABE instructors serving the target population.

Outcomes:

This project assisted JOBS students and others who wished to participate, to identify strengths and weaknesses in their educational functioning abilities, observe and learn of the work-related competencies required in math, English, reading, reasoning, employability, career planning, attitudes, aptitude, social skills, and values and self-concept. The project cooperated with the ABE program to simultaneously assist students to gain those competencies in weak areas.

Other agencies for additional services, such as job search seminars, motivation workshops, self-awareness and self-esteem activities enhanced the development of the "whole person". This overall approach to learning helps students to see where, why, when, and how the educational components of ABE and GED apply to the real world and not as some abstract idea. Increases in participation, retention, and progress are difficult to measure but we feel that the increases are significant particularly in qualitative terms.

The continuation of this project could have a great impact upon many subpopulations of the adult students or potential students, including but not limited to: JOBS targeted adults, Workplace Literacy projects, JTPA, Carl Perkins Vocational Programs, Single Parent Programs, homeless, basic education, secondary education, SLIAG, CBHSD, Probation/incarcerated, and higher level functioning MHMR.

TIME SCHEDULE 1990-91

GOAL:	PLAN:	REVISED PLAN:	EXTENSION:
Employ project coordinator	7/10-7/31/90	11/06/90	
Form project advisory board	8/01-8/15/90	11/13/90	
Identify instruction material	8/01/90	11/13/90	
Screen material	8/01-8/15/90	11/21/90	
Provide training to staff	9/30/90	12/21/90	
Program publicity	9/30/90	on going	
Student recruitment	9/30/90	n/a	
Review student records	------	12/18/90	
Student orientation	9/30/90	01/07/90	
Project implementation	10/01-06/30	1/15-6/30/91	
Analyze data	7/1-7/31/91	6/1-6/30/91	8/12/91
Prepare reports	7/1-7/31/91	6/1-6/30/91	8/19/91
Prepare implementation manuals	7/1-7/31/91	6/1-6/30/91	8/26/91
Submit reports, manuals	7/31/91	6/30/91	8/28/91
Distribute	7/31/91	6/31/91	8/28/91

Evaluation Design

The Conover software used in the project does not include a networked system for creating combined student reports. This network system was still under development at the time the project began. Additional hardware purchase would be required to install this software. The evaluation data for the project have been collected and compiled manually. These reports are available in APPENDIX A and consist of:

* Statistical data maintained on program participants (JOBS),
* comparison data collected from similar students participating in the project but working toward the GED,
* comparison data from Pecos (JOBS) students without technology format.

The tables in APPENDICES A and H indicate attainment of project goals and objectives as measured by:

* number of students enrolling;
* number of students actively participating;
* number of students completing goals;
* number of students successfully progressing toward goals as measured by TABE and CCP;
* student evaluation of the program (APPENDIX H).

These were conducted by the project coordinator in coordination with the classroom instructors and computer generated progress reports. Progress measurement was based on tests and evaluation instruments available with the

CCP software, the TABE tests and teacher reports. Reports generated are not produced automatically as there is no interface between CCP and the technology project software.

Program participants will be evaluated through follow-up in the following areas:

* attainment of employment
* attainment of a better job
* enrollment in other academic or vocational programs
* reasons for non-completion
* ethnic composition of participants
* entry level skills
* exit level skills.

The project coordinator has trained the ABE instructors to effectively use the software, print, and multimedia packages, as well as the equipment. Most of the learning is on an individual basis, so the instructors and aides in the ABE program can supervise and assist students after the termination of the program. Agencies that are providing additional aspects such as job search, self-esteem, etc., would be encouraged to continue. There is a good possibility that increased financial backing for the program could come from agencies with clients who could benefit from this approach. If the aspects are incorporated into the regular ABE curriculum, there should be no additional expenses for continuation after the termination of this project.

Obstacles

The obstacles for this project were representative of those we face in Adult Education today. The one that stands out most is the use of part-time instructors which presents a difficulty for training and preparing for classes. The training difficulty that I see for other centers will not be the lack of a visit from Conover or other software vendors. The documentation (with phone support if required) is more than adequate for training if the instructor simply has the time to read and practice. Although we were able to have on-site training, the majority of the time was not spent on mechanics of the system, but on the philosophy of why it is important to the learners.

Another barrier to using the product is the reluctance some students show in leaving their "GED" studies for anything that doesn't have GED stamped on it. I found that by working with willing students, assisting them to identify and overcome learning barriers they would spread the word. This has proved to be, I feel, a slower but more effective method than insisting that students must fill in a certain amount of time on the program.

Similarly, those sections of the program that require a facilitator for group interaction will remove a teacher from those students that want their GED only. Each learning center or instructor must face these issues if and when they arise and weigh the needs of their students and the resources available.

Lastly, the inability to create computer reports from CCP and technology products without manual re-entry into the computer presents difficulties. These could be overcome by future program enhancements.

Coordination With Institutions and Organizations

The educational and exploration of work related skills components in this proposed project are not available from any institution, agency, or organization. Odessa College seeks continued cooperation and coordination with JTPA, Texas Employment Commission, Texas Department of Human Services, Texas Rehabilitation Service and other agencies or providers of services other than education, such as job search, self-esteem, substance abuse, availability of special needs services, transportation, child care, and payment for GED testing. These are currently offered to our students upon request as supplemental services and the agencies are very cooperative in efforts to meet the needs of the students. These agencies and others have been represented on the special project advisory committees as they all expressed a strong need for a project such as this. They, as well as other ABE co-op directors and instructors, college personnel in credit and community education, and most importantly the students, all believe that this proposed project has made a major impact on many facets of educational programs for adults who are preparing for entry into the workforce, those who are seeking to upgrade their employability, and those who are considering vocational training. It especially impacted positively on the special populations of most in need and most undereducated.

APPENDIX A

TABLE 1 is a sample of the working report which represents data on each JOBS student as follows:

In: Student initial so that this report is confidential but auditable.

LSI: Learning Style Inventory - abbreviated are applicab'e physical learning styles for the students:

K = Kinesthetic
V = Visual
T = Tactile
A = Auditory

GIS: Group Inventory Sort - these are the top interests of the students:

a = Advising
b = Arranging
c = Building & Making
d = Doing Clerical Work
e = Helping
f = Maintaining & Repairing
g = Thinking In Pictures
h = Using Environmental Information
i = Working With Equipment
j = Working With Numbers & Symbols

RML : Estimated level of ability in R=Reading, M=Math, L=Language based initially on TABE scores, adjusted to student performance in CCP, reading class evaluation and instructor observation. 5- or - is less than 5th grade, 5+ is better than 5th grade, but below 9th. H.S. is high school level. Students over 5th grade in CCP should be able to add, subtract, multiply and divide--studying fractions or more advanced work. I found this notation easier to work with for a quick reference than an exact grade level.

EXP. INT. expressed interest reflects the students initial or current career interest.

working : The unit that students are currently involved in or most recently completed.

notes : Cues to look for when working with these students - or just to look for them in the learning center.

TABLE 1: SAMPLE OF A WORKING REPORT FOR THE PROJECT

1991 STUDENT EVALUATION LIST

CONFIDENTIAL

In	LSI	GIS	R	M	L	EXP.INT.	working	notes
J	KTA	de	5	5+	-	soc.wrk.	MOJ	
H	ATV	ad	7+	5+	5+	sec.	MOJ	
C	AT	ecd	7	5+	?	chld.cr.	MOJ	
S	VA	cde	?	-	-	lgl.sec.	group	*
J	T	e*h	9+	hs	5+	chef?	MOJ	
L	V	bde	hs	?	hs	compute	MOJ EOJ	
C	TA	dc	hs	hs	hs	sec.		will take GED
M	not attending center now?							not available
M	VAT	ae	7	-	-	sec.		
E	ATV	abe	5	5+	5+	teacher	EOJ	
M	TAV	all	4	?	?	nurse	LAP,gr.	*
M	VTA	de*	hs	hs	?	compute	MOJ EOJ	
J	?	ade	hs	5+	?	compute	LAP	
S	not attending center now?							not available
C	ATK	dej	7	5+	5+	sec.	LAP EOJ	
T	T	edc	hs	hs	5+	sec.	EOJ +	
A	KTA	chi	4	-	-	sec.	group	*
M	TVA		-	-	-	sales	group	*
D	VKT	cde	hs	5+	5+	mach?	EOJ	
T						nurse		returning
L	VTA	cde	hs	5+	5+	compute	MOJ	
B	TVA	cde	hs	5+	5+	prob.of.	ROJ	
G	on waiting list							not available
T	TKA	ce	hs	hs	?	chld cr.	MOJ	
B	VAT	all	7	5+	5+	nurse		absent
R	T	all	6	5+	?	sales	LAP,gr.	*
L	TVA	de	8	?	5+	nurse		returning
D	on waiting list							not available
T	TKV	eac	hs	5+	5+	med.asst	MOJ	
D	TKV		3	-	-	compute	group	*
S	TA	cfh	hs	hs	5+	compute	LAP	
I	AVT	cef	6	-	-	mech.	LAP	
D	TKV	bde	7	5+	-	?	search	
L	to return?							not available
I	TA	de	hs	hs	hs	nurse		
J	TKA	cde	hs	5+	5+	compute	MOJ LAP	
E	TVA	bg	6	5	5	compute	MOJ	
G	to return?							not available
L	TV	de	7	5+	5+	compute	LAP	
R	just returned this week							
D	TAK	adj				new		
P	has been ill							* not available

* reading group

FINAL " ON THE JOB" CERTIFICATE LIST -- ODESSA JOBS

INITIAL	PROGRAM	UNIT	DATE
R	EOJ	Computer Service Tech.	March 1991
	EOJ	Secretary/Clerk Typist	March 1991
	EOJ	Accounting Clerk	April 1991
J	EOJ	Cashier	Jan. 1991
	MOJ	Cashier	Jan. 1991
	MOJ	Nurse's Aide/Assistant	Jan. 1991
	EOJ	Nurse's Aide/Assistant	March 1991
	MOJ	Receiving Clerk	Feb. 1991
	EOJ	Receiving Clerk	March 1991
	MOJ	Sales Clerk	Feb. 1991
	EOJ	Sales Clerk	March 1991
	EOJ	Programmer	March 1991
	LAP	Computers	March 1991
	LAP	Health Care	March 1991
	LAP	Business and Office	March 1991
	LAP	Building Maintenance	March 1991
(R)	EOJ	Nurse's Aide/Assistant	April 1991
	LAP	Custodial Housekeeping	April 1991
	LAP	Cosmetology	April 1991
	EOJ	Electrician	April 1991
	EOJ	Accounting Clerk	April 1991
	LAP	Automotive	May 1991
	ROJ	Personal Service	May 1991
	LAP	Measurements	May 1991
	ROJ	Protective Occupations	June 1991
	ROJ	Office Occupations	June 1991
H	MOJ	Secretary/Clerk Typist	Jan. 1991
	EOJ	Secretary/Clerk Typist	Feb. 1991
	EOJ	Receiving Clerk	March 1991
M	EOJ	Barber/Cosmetologist	Feb. 1991
	EOJ	Graphic Designer	March 1991
	EOJ	Tractor-Trailor Driver	March 1991
	EOJ	Secretary/Clerk Typist	March 1991
	EOJ	Local Truck Driver	March 1991
	MOJ	Barber/Cosmetologist	March 1991
C	EOJ	Cashier	March 1991
	EOJ	Cook	March 1991
C	EOJ	Radio/TV Service Repair	Feb. 1991

INITIAL	PROGRAM	UNIT	DATE
C	EOJ	Accounting Clerk	April 1991
	ROJ	Leadership Occupations	April 1991
J	EOJ	Nurse's Aide/Assistant	Feb. 1991
	EOJ	Cook	Feb. 1991
L	EOJ	Secretary/Clerk Typist	Feb. 1991
C	MOJ	Secretary/Clerk Typist	Feb. 1991
D	MOJ	Secretary/Clerk Typist	April 1991
	LAP	Measurements	April 1991
	MOJ	Cook	April 1991
	MOJ	Cashier	April 1991
	ROJ	Decimals	June 1991
M	EOJ	Accounting Clerk	Feb. 1991
	EOJ	Computer Service Tech.	Feb. 1991
	EOJ	Receiving Clerk	Feb. 1991
M	EOJ	Secretary/Clerk Typist	Feb. 1991
	EOJ	Receiving Clerk	Feb. 1991
	EOJ	Accounting Clerk	April 1991
	EOJ	Sales Clerk	April 1991
M	EOJ	Secretary	April 1991
E	EOJ	Nurse's Aide/Assistant	Jan. 1991
	EOJ	Receiving Clerk	Feb. 1991
	MOJ	Nurse's Aide/Assistant	March 1991
	MOJ	Waiter/Waitress	May 1991
	MOJ	Sales Clerk	April 1991
	MOJ	Receiving Clerk	April 1991
	EOJ	Secretary	June 1991
	MOJ	Cashier	June 1991
P	LAP	Business and Office	June 1991
	LAP	Computers	June 1991
	LAP	Construction	July 1991
	LAP	Distribution	July 1991

INITIAL	PROGRAM	UNIT	DATE
M	LAP	Business and Office	March 1991
	LAP	Health Care	March 1991
	EOJ	Nurse's Aide/Assistant	March 1991
	EOJ	Janitor/Maintenance	April 1991
(R)	EOJ	Nurse's Aide/Assistant	April 1991
	EOJ	Receiving Clerk	April 1991
	EOJ	Secretary/Clerk Typist	April 1991
	MOJ	Nurse's Aide/Assistant	April 1991
	MOJ	Receiving Clerk	April 1991
	EOJ	Painter	April 1991
	EOJ	Graphic Designer	April 1991
	EOJ	Meat Cutter	April 1991
D	EOJ	Nurse's Aide	July 1991
M	EOJ	Computer Service Tech.	Jan. 1991
	EOJ	Programmer	Jan. 1991
	ROJ	Office Occupations	Feb. 1991
	MOJ	Computer Service Tech.	Jan. 1991
	ROJ	Compare & Eval.- Unit 7	April 1991
	ROJ	Making Decisions-Unit 4	April 1991
	ROJ	Making Decisions-Unit 4	June 1991
	ROJ	Info. Sources - Unit 1	June 1991
	ROJ	Compare & Eval.- Unit 7	June 1991
J	EOJ	Computer Service Tech.	Feb. 1991
	MOJ	Programmer	Feb. 1991
	LAP	Business and Office	May 1991
D	LAP	Health Care	June 1991
C	EOJ	Secretary/Clerk Typist	Jan. 1991
	EOJ	Receiving Clerk	Jan. 1991
	MOJ	Secretary/Clerk Typist	Feb. 1991
T	MOJ	Secretary/Clerk Typist	Feb. 1991
	EOJ	Secretary/Clerk Typist	Jan. 1991
	LAP	Health Care	April 1991
	LAP	Electronics	June 1991
	LAP	Food Sevice	June 1991
B	EOJ	Cashier	March 1991
A	LAP	Business and Office	April 1991

INITIAL	PROGRAM	UNIT	DATE
L	MOJ	Computer Service Tech.	Jan. 1991
	MOJ	Secretary/Clerk Typist	Jan. 1991
	MOJ	Sales Clerk	Feb. 1991
	MOJ	Receiving Clerk	Feb. 1991
	EOJ	Computer Service Tech.	Jan. 1991
	EOJ	Secretary/Clerk Typist	Jan. 1991
	EOJ	Sales Clerk	Feb. 1991
	EOJ	Receiving Clerk	Feb. 1991
	EOJ	Programmer	Feb. 1991
	LAP	Computers	March 1991
	LAP	Measurements	March 1991
	LAP	Business and Office	May 1991
B	ROJ	Protective	Feb. 1991
	ROJ	Human Services	Feb. 1991
T	EOJ	Nurse's Aide/Assistant	Feb. 1991
	ROJ	Scientific Occupations	March 1991
	EOJ	Graphic Designer	March 1991
	EOJ	Cook	March 1991
B	MOJ	Nurse's Aide/Assistant	Feb. 1991
	MOJ	Receiving Clerk	Feb. 1991
	EOJ	Nurse's Aide/Asisstant	Feb. 1991
	EOJ	Receiving Clerk	Feb. 1991
B	LAP	Health Care	July 1991
	LAP	Business and Office	July 1991
L	MOJ	Nurse's Aide/Assistant	Jan. 1991
V had	MOJ	Local Truck Driver	March 1991
passed	MOJ	Motor Vehicle Mechanic	March 1991
GED	EOJ	Motor Vehicle Mechanic	March 1991
T	EOJ	Cashier	March 1991
	EOJ	Meat Cutter	March 1991
	MOJ	Nurse's Aide/Assistant	Jan. 1991
	MOJ	Accounting Clerk	Feb. 1991
M	EOJ	Nurse's Aide/Assistant	May 1991
	EOJ	Nurse's Aide	June 1991
H	LAP	Business and Office	July 1991

INITIAL	PROGRAM	UNIT	DATE
S	MOJ	Programmer	Feb. 1991
	MOJ	Computer Service Tech.	Feb. 1991
	MOJ	Sales Clerk	Feb. 1991
	MOJ	Motor Vehicle Mechanic	March 1991
	MOJ	Electrician	March 1991
	EOJ	Programmer	Jan. 1991
	EOJ	Computer Service Tech.	Jan. 1991
	MOJ	Cashier	March 1991
	MOJ	Radio/TV Service Repair	March 1991
	EOJ	Cashier	April 1991
	EOJ	Electrician	April 1991
	EOJ	Sales Clerk	April 1991
	ROJ	Human Service Occu.	May 1991
	ROJ	Scientific Occupations	June 1991
	ROJ	Personal Service Occu.	June 1991
	ROJ	Leadership Occupations	July 1991
P	EOJ	Sales Clerk	July 1991
G	MOJ	Cashier	March 1991
	MOJ	Janitor/Maintenance	March 1991
	EOJ	Receiving Clerk	April 1991
I	LAP	Automotive	March 1991
	MOJ	Motor Vehicle Mechanic	Feb. 1991
	LAP	Small Engines	May 1991
L	MOJ	Accounting Clerk	Feb. 1991
	MOJ	Receiving Clerk	March 1991
	MOJ	Computer Service Tech.	March 1991
	MOJ	Cashier	April 1991
	MOJ	Local Truck Driver	April 1991
	EOJ	Sales Clerk	April 1991
	EOJ	Receiving Clerk	April 1991
	EOJ	Nurse's Aide/Assistant	April 1991
	LAP	Business and Office	May 1991
	LAP	Computers	May 1991
	ROJ	Office Occupations	May 1991
A	EOJ	Accounting Clerk	March 1991
I	MOJ	Nurse's Aide/Assistant	March 1991
	MOJ	Receiving Clerk	April 1991

INITIAL	PROGRAM	UNIT	DATE
J	EOJ	Programmer	Feb. 1991
	EOJ	Computer Service Tech.	Feb. 1991
	EOJ	Receiving Clerk	Feb. 1991
	EOJ	Electrician	Feb. 1991
	EOJ	Cook	March 1991
	EOJ	Motor Vehicle Mechanic	March 1991
	EOJ	Nurse's Aide/Assistant	March 1991
	LAP	Food Service	June 1991
	LAP	Computers	June 1991
	CAST	Social Skills	June 1991
J	EOJ	Programmer	March 1991
	EOJ	Computer Service Tech.	March 1991
	EOJ	Receiving Clerk	March 1991
G	EOJ	Waiter/Waitress	May 1991
	EOJ	Secretary	May 1991
	EOJ	Nurse's Aide/Assistant	May 1991
	EOJ	Cashier	May 1991
E	EOJ	Janitor	March 1991
	EOJ	Computer Technician	May 1991
D	MOJ	Computer Service Tech.	Feb. 1991
	EOJ	Computer Service Tech.	Feb. 1991
	MOJ	Receiving Clerk	April 1991
P	EOJ	Nurse's Aide/Assistant	March 1991
	EOJ	Rec. Clerk	July 1991
	EOJ	Acct. Clerk	July 1991
	EOJ	Cook	July 1991
	EOJ	M-V Mechanic	July 1991
M	EOJ	Nurse's Aide/Assistant	March 1991
	EOJ	Receiving Clerk	March 1991
49	206	STUDENT AND CERTIFICATE TOTALS	

FINAL "ON THE JOB" CERTIFICATE LIST -- ODESSA NON-JOBS

INITIAL	PROGRAM	UNIT	DATE
V	EOJ	Receiving Clerk	May 1991
	EOJ	Nurse's Aide/Assistant	May 1991
	EOJ	Cashier	May 1991
	EOJ	Acct. Clerk	June 1991
	EOJ	Waiter/Waitress	June 1991
L	LAP	Automotive	June 1991
	LAP	Health Care	July 1991
J	LAP	Business and Office	March 1991
	LAP	Food Service	March 1991
	LAP	Health Care	March 1991
	LAP	Custodial Housekeeping	March 1991
	EOJ	Cashier	April 1991
	EOJ	Nurse's Aide/Assistant	April 1991
	EOJ	Programmer	April 1991
	EOJ	Janitor	April 1991
	EOJ	Secretary	April 1991
	EOJ	Waiter/Waitress	April 1991
	MOJ	Programmer	April 1991
	MOJ	Sales Clerk	April 1991
	MOJ	Cashier	April 1991
	MOJ	Nurse's Aide/Assistant	April 1991
	EOJ	Radio/TV Service Tech.	April 1991
	EOJ	Receiving Clerk	April 1991
	MOJ	Accounting Clerk	April 1991
	EOJ	Cook	July 1991
	EOJ	Acct CLerk	July 1991
	EOJ	Meat Cutter	July 1991
	EOJ	Gr. Designer	July 1991
	EOJ	Taxi Driver	July 1991
	MOJ	Sales Clerk	July 1991
G	LAP	Business and Office	June 1991
	LAP	Computers	July 1991
	LAP	Food Service	July 1991
L	LAP	Health Care	May 1991
	LAP	Cosmetology	May 1991
J	LAP	Computers	May 1991
	MOJ	Acct. Clerk	June 1991
N	LAP	Measurements	April 1991

INITIAL	PROGRAM	UNIT	DATE
S	LAP	Business and Office	March 1991
	LAP	Computers	March 1991
	LAP	Health Care	March 1991
	EOJ	Secretary/Clerk Typist	April 1991
	EOJ	Programmer	April 1991
	EOJ	Janitor/Maintenence	April 1991
	EOJ	Nurse's Aide/Assistant	April 1991
	EOJ	Receiving Clerk	April 1991
	LAP	Graphic Designer	April 1991
	ROJ	Human Service Occup.	April 1991
	ROJ	Info. Sources - Unit 1	April 1991
	ROJ	Classify Info. - Unit 2	April 1991
	LAP	Distribution	April 1991
	LAP	Food Service	April 1991
	LAP	Cosmetology	April 1991
	ROJ	Make Estimates - Unit 3	May 1991
	ROJ	Compare & Eval.- Unit 7	May 1991
	ROJ	Info. Sources - Unit 1	May 1991
	ROJ	Classifying - Unit 2	May 1991
	ROJ	Planning- Unit 5	July 1991
	ROJ	Diagnosing Prob-Unit 6	July 1991
	ROJ	Human Service Occup.	July 1991
	ROJ	Office Occupations	July 1991
	ROJ	Leadership Occupations	July 1991
	ROJ	Scientific Occupations	Aug. 1991
	ROJ	Sales Occupations	Aug. 1991
G	EOJ	Computer Technician	May 1991
J	LAP	Automotive	June 1991
P	LAP	Health Care	May 1991
	LAP	Computers	May 1991
L	LAP	Business and Office	June 1991
	MOJ	Acct. Clerk	June 1991
	MOJ	Rec. Clerk	June 1991
	MOJ	Secretary	June 1991
	MOJ	Waiter/Waitress	June 1991
R	LAP	Business and Office	June 1991
	LAP	Automotive	June 1991
	LAP	Computers	June 1991
	LAP	Graphic Design	June 1991

INITIAL	PROGRAM	UNIT	DATE
I	LAP	Food Service	April 1991
	LAP	Business and Office	April 1991
	LAP	Computers	April 1991
	LAP	Electronics	April 1991
P	LAP	Custodial Housekeeping	March 1991
	EOJ	Janitor/Maintenance	March 1991
L	LAP	Cosmetology	April 1991
	LAP	Business and Office	April 1991
	EOJ	Programmer	April 1991
	EOJ	Accounting Clerk	April 1991
	EOJ	Secretary	April 1991
	EOJ	Receiving Clerk	April 1991
M	LAP	Business and Office	May 1991
	LAP	Computers	May 1991
	EOJ	Cashier	May 1991
	EOJ	Acct. Clerk	June 1991
	LAP	Business and Office	June 1991
	LAP	Health Care	June 1991
I	LAP	Cosmetology	July 1991
	LAP	Food Service	July 1991
	LAP	Business and Office	July 1991
A	LAP	Electronics	June 1991
T	EOJ	Accounting Clerk	May 1991
	EOJ	Secretary	May 1991
J	LAP	Business and Office	June 1991
	EOJ	Cashier	June 1991
	EOJ	Comp. Tech.	June 1991
	EOJ	Secretary	June 1991
	EOJ	Acct. Clerk	June 1991
	EOJ	Meat Cutter	July 1991
	EOJ	Rec. Clerk	July 1991
	EOJ	Waiter/Waitress	July 1991
	MOJ	Acct. Clerk	July 1991
	MOJ	Rec. Clerk	July 1991
	MOJ	Waiter/Waitress	July 1991

INITIAL	PROGRAM	UNIT	DATE
M	EOJ	Acct. Clerk	June 1991
	ROJ	Office Occupations	July 1991
	EOJ	Rec. Clerk	July 1991
	EOJ	Sales Clerk	July 1991
M	LAP	Business and Office	July 1991
C	EOJ	Electrician	May 1991
	EOJ	Computer Technician	May 1991
	EOJ	Cashier	May 1991
	EOJ	Accounting Clerk	April 1991
	MOJ	Accounting Clerk	May 1991
	EOJ	Graphic Designer	May 1991
L	LAP	Business and Office	March 1991
	LAP	Graphic Design	March 1991
	LAP	Custodial Housekeeping	March 1991
	LAP	Horticulture	March 1991
	EOJ	Programmer	April 1991
	EOJ	Cashier	April 1991
	EOJ	Accounting Clerk	April 1991
	MOJ	Accounting Clerk	April 1991
L	ROJ	Leadership Occupations	March 1991
	ROJ	Office Occupations	April 1991
	ROJ	Information Sources	April 1991
D	LAP	Health Care	July 1991
B	LAP	Business and Office	July 1991
	EOJ	Secretary	July 1991
	EOJ	Programmer	July 1991
	EOJ	Comp. Tech.	July 1991
	EOJ	Acct. Clerk	July 1991
28	140	STUDENT AND CERTIFICATE TOTALS	

(R) - Student has repeated unit over for more practice

FINAL STUDENT LIST - ODESSA JOBS GED STATUS - ACTIVE

Initial	LSI	GIS	R	M	L	EXP.INT.		
J	-	-	-	-	-	acct.	new,literacy level	
R	VTA	edi	7	5+	5+	comp/sec		
J	KTA	de	5	5+	-	soc.wrk.		
H	ATV	ad	7+	5+	5+	sec.		
C	AT	ecd	7	5+	-	chld.cr.		
C	TAV	eca	5	-	-	comp.sc.		
C	TV	cde	hs	hs	hs	nurse	taken lit & math	*
J	T	e*h	9+	hs	5+	chef	taken lit & math	*
L	V	bde	hs	7	hs	sec	passed ss 57	
"							lit 54 sci 53	
C	TA	dc	hs	hs	hs	sec.	passed writ 45	
"							ss 44 sci 43	
"							read 46, math 39.	
D	TV	cdi	6	5+	-	food ser.		
E			6	-	-		new	
M	VAT	ae	7	-	-	sec.		
O			-	-	-		new, literacy level	
M	TA	ade	8	hs	8	soc.work	passed writ 44	
"							ss 44 sci 41	
"							lit 46 math 54	
M	TA	d	8	7	7	R.nurse		
E	ATV	abe	5	5+	5+	teacher		
D	VTK	bi	hs	5+	5+	phys.th	passed GED, did not	
"							release scores to us	
F	VAT	ac*	8+	6+	6+	fileclerk		
M	VTA	de*	hs	hs	hs	computer	ready for GED	
D	TVA	ade	7	5	7	x-ray		
C	ATK	dej	7	5+	5+	sec.		
V	T	e	8	5+	5+	day care		
T	T	edc	hs	hs	5+	sec.	taken GED ss 44	
A	KTA	chi	4	-	-	sec.		
D	VKT	cde	hs	5+	5+	computer	passed ss, sci, lit	*
K	A	e	hs	6	4	med/sec		
L	VTA	cde	hs	5+	5+	computer		
T	K	dh*	6	4	4			
T	TKA	ce	hs	hs	?	chld cr.	taken read & lit	*
B	VAT	all	7	5+	5+	nurse		
B			hs	6+	4	computer	new in July	
D			hs	hs	hs	accting	passed ss 50	
"							lit 51 sci 54	

(continued)

ACTIVE LIST (continuation)

Initial	LSI	GIS	R	M	L	EXP.INT.		
T	TKV	eac	hs	5+	5+	med.asst	taken lit & ss	*
H	TKA	ade	6	7	5	sec.		
D	TKV	ac*	3	-	-	compute		
S	TA	cfh	hs	hs	5+	compute	taken sci & math	*
S			hs	8	8	unknown		
P	ATV	eb	6	7+	7			
G	TVA	cde	-	5	-	teach aid		
L	AT	ad*	5+	5+	5	med.sec.	taken reading	*
I	AVT	cef	6	-	-	mech.		
L	TAV	ade	8	7	8	compute		
I	TA	de	hs	hs	hs	nurse	taken lit, ss, sci	*
"							pass writ in Crane	
J	TKA	cde	hs	5+	5+	compute		
L	VTA		hs	hs	hs			
L	TV	de	7	5+	5+	compute		
D	VT	ed	-	-	-	nursing		
E			8	6	-	cosmet.		
D	TVA	dei	hs	5+	hs			
50 students						expect 35 passed sections		

COMMENT: The 17 sections with known results avg 47.47 score includes one student who "passed" the math test with a 39, took test against teacher recommendation.

*Taken scores not available at this time.

ODESSA STUDENTS DROPPED FROM JOBS ROSTER:

Name	LSI	GIS	R	M	L	EXP.INT.	REASON
M	AK	abd	-	5	-	cosmet.	dropped
S	TV	de	8	hs	5+	accting	matern.
S	VA	cde	-	-	-	lgl.sec.	matern.
A			6	6	5		dropped
M	VTA	df	5	-	-	tel.op.	dropped
M	TAV	all	4	-	-	art/nurse	accident
J			hs	5+	hs	accting	married
J	TAV	ade	hs	5+	-	compute	dropped
C		bce	7	-	-	teach.aid	dropped
M		ce	5+	5	-		dropped
B		de	hs	hs	hs	bus.mgr.	work
T			6+	5+	-	cosmet.	dropped
M			6	5+	5+	soc.wk.	dropped
T	TAV	de	5+	-	-	nurse	dropped
B	TVA	cde	hs	5+	5+	prob.of.	dropped
M		bce	-	-	-	bookeeper	dropped
L	TVA	de	8	hs	5+	nurse	waiting
E			6	7	-	nurse	night
M	VT					child cr	dropped
M	AKT	ad*	5	5	4	med.asst	dropped
G		cde	hs	5+	5+	nurs/comp	dropped
D	TVK	beg	retest				dropped
A	AK	bc*	6	6	4	bookeep/c	dropped
A		ci*	6	8	4	automot.	dropped
J	TV		hs	5+	5+	compute	dropped
R		never saw her.					dropped
G	VK	ac*	hs	8	hs	secret.	dropped
E	TVA	bg	6	5	5	compute	dropped
D	TAK	adj	hs	5+	5+	med.trans	family
M	V	dej	-	-	-	compute	dropped
V			-	-	-		dropped
P	TKA	ae	-	-	-	med.aid	dropped
M	AVT	dea	5	-	-	med.aid	dropped
33 students dropped							

Three additional students lost their AFDC/JOBS benefits, but remained in our GED program. Their results are not included here. Also not included are scores from a former GED graduate who returned to participate in the project.

PECOS REPORT

INITIAL	LSI	GIS	R	M	L	CAREER	COMMENTS
Y	vka	ade	6+	4+	5+	Cosmetology	42 lit. 41 sci.
R			hs	7+	hs	Vet Asst.	dropped
N			6+	7+	5+	min.wage	dropped
E			5+	4+	4+		dropped
D			7+	6+	-		dropped
I							dropped
G	tva						ready to test
"							but doesn't attend
A	kvt					min.wage	failed GED against
"							teacher recommend
I		bcji	4	4+	5		dropped
O	tav	all	5+	5+	5+	Cook/Bakery	ss 40
E			7+	hs	-		dropped
S		cij	7+	hs	7+	Day Care	passed GED
L		aceh	5	4+	4+		dropped
C	new, passed writing test 50; lit 43; ss 39.						
L	atk	ej	4+	8+	5+	Undecided	40 ss
Y	attended several classes to catch up for a math						
"	test, then received diploma from Pecos High						
R	vka	cj	2+	-	-	Undecided	failed GED against
"							teacher recommend
7 active, 8 dropped, 12 sections of GED passed, avg. 41.4							

COMMENTS ON THE DATA:

The Pecos JOBS class had much less academic structure than the Odessa learning center. GED to GED scores is the most accurate comparison for these two classes. These results show that those Pecos students who persist and participate progress towards the GED.

The instructor for this class estimates that the class spent 40% of their time on straight GED studies. She sees math as the weak area for most students and often stresses this in class. About 20% of their time was spent on the supplemental career activities provided by the project. The remaining 40% of class is spent on self-esteem building and self-help activities. These discussions have been reported back to the instructor to help students write their essays. She also reports that the students give each other a great amount of support.

[redacted]

[redacted]

[redacted]

NAME: ANDERSON, [redacted]	GED READING: -
ADDRESS: [redacted]	GED MATH: -
CITY/STATE: ODESSA, TEXAS	GED WRITING: -
ZIP CODE: [redacted]	GED SCIENCE: -
TELEPHONE: [redacted]	GED SOCIAL STUDIES: -
SOCIAL SECURITY #: [redacted]	OCT HOURS: 13.5
DATE OF BIRTH: [redacted]45	NOV HOURS: -
AGE RANGE: 25-44	DEC HOURS: -
ETHNICITY: BLACK	JAN HOURS: -
ENTRY READING LEVEL: 3.1/5.2	MYERS/BRIGGS: NA
ENTRY MATH LEVEL: 6.9/5.2	CAREER GOAL: SOCIAL WORKER
ENTRY LANGUAGE LEVEL: 3.1/3.1	HIGHEST GRD COMP: 10
EXIT READING LEVEL: -	ABE LEVEL: ABE I
EXIT MATH LEVEL: -	CASEWORKER: TEUTSCH
EXIT LANGUAGE LEVEL: -	EXIT DATE: -

[redacted]

social worker ROJ - Humanitarian
Leading / to Flowering

CAST public service
social service

or clerk typist
miners assistant

EOJ
MCJ > [redacted]

SAMPLE CERTIFICATE:

Certificate
of
Completion

Judy Merritt

has finished Food Service

LEARNING ACTIVITY PACKAGE

on January 1991
date

John D. Tucker
JOHN TUCKER
ABE Director

Judy Jordan
JUDY JORDAN
Instructor

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STUDENT PROFILE:

[redacted]

English	Cashier	January	1991
Math	Cashier	January	1991
Math	Nurse's Aide/Assistant	January	1991
English	Nurse's Aide/Assistant	March	1991
Math	Receiving Clerk	February	1991
English	Receiving Clerk	March	1991
Math	Sales Clerk	February	1991
English	Sales Clerk	March	1991
English	Programmer	March	1991
Learning Activity	Computers	March	1991
Learning Activity	Health Care	March	1991
Learning Activity	Business and Office	March	1991
Learning Activity	Building Maintenance	March	1991
(R)English	Nurse's Aide/Assistant	April	1991
Learning Activity	Custodial Housekeeping	April	1991
Learning Activity	Cosmetology	April	1991
English	Electrician	April	1991
English	Accounting Clerk	April	1991
Learning Activity	Automotive	May	1991

[redacted] You are doing a good job of working in all your subjects as well as putting in time on the computers.

	Number	Name	Reading	Math	Language
entry	[redacted]	[redacted]	3.1/5.2	6.9/5.2	3.1/3.1
ccp level			7.5	6.5	5.5

Entry in 11/14/90 Int Math 1211 1/15/91
1212
current
10/29/90 Int Lang 57 1241 4/3/91
1242
1221

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SAMPLE Math on the Job Report:

Report for [redacted]
August 1, 1991

Activity Name	Completion Date	Math Score	More Math Score	Total Math Score	Compl. Explore More?
Acct. Clerk	04/02/91	29/34	22/24	51/58	yes
Nurse's Aide	04/02/91	20/20	33/35	53/55	yes
Rec. Clerk.	Not started				

Problems Answered Incorrectly in Accounting Clerk/Bookkeeper:
13, 24, 26, 30, 31, 47, 56

Scores by problem category in Accounting Clerk/Bookkeeper:

Whole Numbers (Questions 1-10):	10/10
Decimals (Questions 11-22):	11/12
Decimals & Charts (Questions 23-28):	4/ 6
Decimals & Charts (Questions 29-34):	4/ 6
Whole Numbers (Questions 35-40):	6/ 6
Decimals (Questions 41-46):	6/ 6
Decimals & Charts (Questions 47-52):	5/ 6
Decimals & Charts (Questions 53-58):	5/ 6

Problems Answered Incorrectly in Nurse's Aide/Assistant:
22, 55

Scores by problem category in Nurse's Aide/Assistant:

Graduated Scales (Questions 1-4):	4/ 4
Measurement-Volume (Questions 5-7):	3/ 3
Whole Numbers (Questions 8-15):	8/ 8
Measurement-Weight (Questions 16-20):	5/ 5
Graduated Scales (Questions 21-26):	5/ 6
Measurement-Volume (Questions 27-30):	4/ 4
Whole Numbers (Questions 31-45):	15/15
Measurement-Weight (Questions 46-55):	9/10

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SAMPLE English on the Job Report:

Report for [redacted]
August 1, 1991

Activity Name	Completion Date	English Score	More English Score	Total English Score	Compl. Explore More?
Programmer	01/23/91	15/19	n/a	15/19	no
Secretary	01/30/91	18/20	17/20	35/40	yes
Rec. Clerk	Not started				

Problems Answered Incorrectly in Programmer:
12, 13, 16, 19

Scores by problem category in Programmer:

Vocabulary-Context (Questions 1-5):	5/ 5
Speaking-Giv. Dir. (Questions 6-10):	5/ 5
Reading-Eval. (Questions 11-15):	3/ 5
Writing-Sent. & Para. (Questions 16-19):	2/ 4

Problems Answered Incorrectly in Secretary/Clerk Typist:
16, 17, 23, 35, 38

Scores by problem category in Secretary/Clerk Typist:

Listening-Interp. (Questions 1-3):	3/ 3
Speaking-Giv. Dir. (Questions 4-6):	3/ 3
Reading-Interp. (Questions 7-12):	6/ 6
Writing-Grammar (Questions 13-20):	6/ 8
Listening-Interp. (Questions 21-23):	2/ 3
Writing-Sent. & Para. (Questions 24-26):	3/ 3
Vocabulary-Context (Questions 27-32):	6/ 6
Writing-Grammar (Questions 33-40):	6/ 8

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SAMPLE Reasoning on the Job Report:

PERSONAL SERVICE OCCUPATIONS

Exercise #1: Locate and Utilize Information Sources	
Ask the Correct Questions (1-6)	6/6
Locate the Information Source (7-12)	6/6
Total (1-12)	12/12
Exercise #2: Classify People, Objects and Information	
Sorting (13-18)	6/6
Rating (19-24)	5/6
Total (13-24)	11/12
Exercise #3: Make Estimates	
Make Cost Estimates (25-30)	4/6
Make Time Estimates (31-36)	6/6
Total (25-36)	10/12
Exercise #4: Make Decisions about Goals, Standards and Priorities	
Setting Appropriate Goals (37-41)	5/5
Deciding Standards (42-45)	4/4
Total (37-45)	9/9
Exercise #5: Plan and Coordinate Problem Solving	
Identify Activities (46-53)	8/8
Sequence Activities (54-58)	4/5
Total (46-58)	12/13
Exercise #6: Diagnose a Problem and Its Causes	
Decide Which Facts About the Problem Are Important (59-64)	4/6
Identify Possible Causes (65-69)	5/5
Total (59-69)	9/11
Exercise #7: Compare and Evaluate Problem Solutions	
Generate Problem Solutions (70-75)	6/6
Select the Most Appropriate Solution (76-83)	7/8
Total (70-83)	13/14
Total Score for Personal Service Occupations:	76/83
Completion Date: 5/29/91	

Question(s) answered incorrectly:
19, 27, 30, 55, 60, 63, 82

FIRST QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology #11320208

INSTITUTION: Odessa College 068-510

REPORTING PERIOD: November - December 1990

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE: To develop and implement a model education program using technology.

B. BRIEFLY DESCRIBE ACCCMPLISHMENTS IN ACHIEVING OBJECTIVE: Project coordinator was hired and trained. Advisory board members were contacted, meetings were held on November 27 and December 13 to introduce the project and invite feedback. The student population was identified, and TABE testing was updated to provide an appropriate baseline for change. Technology products were evaluated, selected, and acquired. Administrative needs - office, assistant, etc., were filled.
Research on hand was reviewed and additional materials were gained and reviewed to take advantage of appropriate current recommendations.
Teachers were given orientation on the technology products. Students were briefed on the nature of the project and initial counseling regarding career options.
Computer hardware was purchased. Software was loaded on hardware and tested. The Conover Company (software supplier) provided onsite training. Student data was entered on systems.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES: The use of several programs leaves us without an effective overall software student management system.
One unit of the software (Guidance and Counseling) is still most
appropriate for adolescents.

D. PLAN OF ACTION TO OVERCOME BARRIER(S): Questions and minor problems were solved. Administrative reports are being developed manually to facilitate use of data generated.
Software updates are ongoing and will be provided to us as available.

FIRST QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology
#11320208

INSTITUTION: Odessa College 068-510

REPORTING PERIOD: November - December 1990

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE: To expand the capacity of the local program by increasing the effectiveness of the program to deliver services to specific subpopulations of students or potential students, and by increasing the efficiency of the program to deliver adult education services by significantly increasing the service provision.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE: The target JOBS population received additional services in the first two months primarily through career counseling.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES: The late start and holidays hindered the full benefit of the program to students during this quarter.

D. PLAN OF ACTION TO OVERCOME BARRIER(S): These barriers are not going to persist in limiting the benefits. Additional time added to the project run time would restore the initial intent of the project.

FIRST QUARTERLY REPORT FORM

ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology #11320208

INSTITUTION: Odessa College 068-510

REPORTING PERIOD: November - December 1990

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE: To develop a manual for adult educators that contains a description of the technology model and its implementation including specifics as to how the program could be replicated.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE: Reports are being developed to track students time and progress. Records and notes have been kept on all of the project activities. Additional documents will be created to track problems, solutions and progress.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERERED ACCOMPLISHMENT OF PLANNED ACTIVITIES: None at this time.

D. PLAN OF ACTION TO OVERCOME BARRIER(S): n/a

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FIRST QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology #11320208

INSTITUTION: Odessa College 068-510

REPORTING PERIOD: November - December 1990

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE: To provide high quality training in the planning, development, implementation and results of the technology project to other interested adult educators.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE: This objective should be met in the future according to the established time line.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES: None at this time.

D. PLAN OF ACTION TO OVERCOME BARRIER(S): n/a

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SECOND QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology
#11320208

INSTITUTION: Odessa College 068-510

REPORTING PERIOD: January, February, March 1991

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE: To develop and implement a model education program using technology.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE:
Advisory board meeting was held on January 16th to update the progress of the project and to invite feedback.
Students began participating in video and computer assisted programs on January 7th. Students were briefed on the nature of the project, counseled about career options and given orientation to the computers in groups or as individuals. New students were added to the program as they entered.
Career information (non-technology format) was provided to the control group in Pecos.
Teachers were given informal instructions on the technology products, and were encouraged to explore or to refer students to the project coordinator.
Student data was updated on a regular basis on systems.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES:
The use of several programs leaves us without an effective overall software student management system.
One unit of the software (Guidance and Counseling) is still most appropriate for adolescents.

D. PLAN OF ACTION TO OVERCOME BARRIER(S):
Administrative reports developed last quarter were used, and were effective in providing the coordinator needed student information. These manually produced reports facilitate use of data generated by the computers.
Software updates are ongoing and will be provided to us as available, no update is available on this software at this time.

SECOND QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology #11320208

INSTITUTION: Odessa College 068-510

REPORTING PERIOD: January, February, March 1991

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE:
To expand the capacity of the local program by increasing the effectiveness of the program to deliver services to specific subpopulations of students or potential students, and by increasing the efficiency of the program to deliver adult education services by significantly increasing the service provision.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE:
The target JOBS population and other students in the learning center received career and life skills information and counseling. Eighty-two students participated in some way over the quarter. Forty-one students completed one or more on the job study unit(s). One hundred and thirty-one of these student units were completed by students. Technology program student hours logged for the three months:

January	152.5 hours
February	114.25 hours
March	121.75 hours
	388.5 hours total

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES:
The project had a late start, limiting the overall duration.

D. PLAN OF ACTION TO OVERCOME BARRIER(S):
An additional two months has been requested to restore the initial intent of the project.

SECOND QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology #11320208

INSTITUTION: Odessa College 068-510

REPORTING PERIOD: January, February, March 1991

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE:
To develop a manual for adult educators that contains a description of the technology model and its implementation including specifics as to how the program could be replicated.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE:
Reports were developed to track students time and progress. Records and notes have been kept on all of the project activities. Some reports have been made confidential by keeping student scores and eliminating identifying data. These example reports can be given to other teachers to demonstrate methods used when working with students and tracking individual progress. Ongoing documentation has been kept of problems, solutions and progress.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES:
None at this time.

D. PLAN OF ACTION TO OVERCOME BARRIER(S):
n/a

SECOND QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology
#11320208

INSTITUTION: Odessa College 068-510

REPORTING PERIOD: January, February, March 1991

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE:
To provide high quality training in the planning, development, implementation and results of the technology project to other interested adult educators.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE:
The coordinator for the project traveled to the TACAE conference in Austin and the three regional CO-OP conferences in held in Dallas, Galveston and El Paso to present and discuss the project. Other activities such as newsletter articles and program documents are being prepared according to the project time line.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES:
None at this time.

D. PLAN OF ACTION TO OVERCOME BARRIER(S):
n/a

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THIRD QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology #11320208

INSTITUTION: Odessa College 068-501

REPORTING PERIOD: April, May, June 1991

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE:
To develop and implement a model education program using technology.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE:
Advisory board meetings were suspended to maximize project coordinator's time on task with students. Visits to the center for members to observe were encouraged. DHS representatives visited several times and the feedback was favorable.
Students continued to participate in video and computer programs. New students were briefed on the nature of the project, counseled about career options and given orientation to the computers as they entered. Non-jobs students began to participate on a volunteer basis. Career information in a non-computerized format was provided to the control group in Pecos, including two trips by the project coordinator to work with the class and provide in-service to the instructor in working with the non-technology materials. Similar in-service was given at a work shop for teachers in Odessa.
Teachers began to assist students with the technology products at sessions where the project coordinator was not available. Student data was updated on a regular basis on systems.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES:
The use of several programs leaves us without an effective overall software student management system. One unit of the software (Guidance and Counseling) is still most appropriate for adolescents.

D. PLAN OF ACTION TO OVERCOME BARRIER(S):
Manually produced reports are still used.
Software updates are ongoing and will be provided to us as available, no update is available on this software.

THIRD QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology #11320208

INSTITUTION: Odessa College 068-501

REPORTING PERIOD: April, May, June 1991

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE:
To expand the capacity of the local program by increasing the effectiveness of the program to deliver services to specific subpopulations of students or potential students, and by increasing the efficiency of the program to deliver adult education services by significantly increasing the service provision.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE:
The target JOBS population and other students in the learning center received career and life skills information and counseling. Ninety-one students participated in some way over the quarter. Forty-seven students completed one or more on the job study unit(s). Technology program student hours logged for the three months:

April	132.92	hours
May	80.45	hours
June	76.50	hours
	289.87	hours total

Not all time by non-JOBS on the systems is logged.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES:
The project had a late start, limiting the overall duration.

D. PLAN OF ACTION TO OVERCOME BARRIER(S):
The request for an additional two months has been granted to restore the initial intent of the project.

THIRD QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology #11320208

INSTITUTION: Odessa College 068-501

REPORTING PERIOD: April, May, June 1991

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE:
To develop a manual for adult educators that contains a description of the technology model and its implementation including specifics as to how the program could be replicated.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE:
Reports were developed to track students' time and progress. Records and notes have been kept on all of the project activities.
Some reports have been made confidential by keeping student scores and eliminating identifying data. These example reports can be given to other teachers to demonstrate methods used when working with students and tracking individual progress.
Ongoing documentation has been kept of problems, solutions and progress.
Project notes are being compiled and edited to form a manual.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES:
None at this time.

D. PLAN OF ACTION TO OVERCOME BARRIER(S):
n/a

THIRD QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology #11320208

INSTITUTION: Odessa College 068-501

REPORTING PERIOD: April, May, June 1991

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE:
To provide high quality training in the planning, development, implementation and results of the technology project to other interested adult educators.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE:
The final regional CO-OP conference was held in El Paso in April, the project coordinator gave a presentation about the project.
Newsletter articles have been provided. Inquiries have been answered as received.
Local in-service has been given to district on non-technology format. Additional in-service for the technology section is planned for late August, invitations to be sent around the state.
An evaluation form is being planned to gain student feed-back. Program documents are being prepared according to the project time line.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES:
None at this time.

D. PLAN OF ACTION TO OVERCOME BARRIER(S):
n/a

FINAL QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology #11320208

INSTITUTION: Odessa College 068-501

REPORTING PERIOD: July, August 1991

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE:
To expand the capacity of the local program by increasing the effectiveness of the program to deliver services to specific subpopulations of students or potential students, and by increasing the efficiency of the program to deliver adult education services by significantly increasing the service provision.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE:
The target JOBS population and other students in the learning center received career and life skills information and counseling. Final reports are available in documents distibuted.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES:
The project had a late start, limiting the overall duration.

D. PLAN OF ACTION TO OVERCOME BARRIER(S):
The request for an additional two months has been granted to restore the initial intent of the project.

FINAL QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology #11320208

INSTITUTION: Odessa College 068-501

REPORTING PERIOD: July, August 1991

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE:
To develop a manual for adult educators that contains a description of the technology model and its implementation including specifics as to how the program could be replicated.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE:
Reports were developed to track students' time and progress. Records and notes were kept on all of the project activities.
Some reports were made confidential by keeping student scores and eliminating identifying data. These example reports have been given to other teachers to demonstrate methods used when working with students and tracking individual progress.
Ongoing documentation was kept of problems, solutions and progress.
Project notes were compiled and edited to form a manual.
A project manual, including this report has been produced.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES:
None.

D. PLAN OF ACTION TO OVERCOME BARRIER(S):
n/a

FINAL QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology #11320208

INSTITUTION: Odessa College 068-501

REPORTING PERIOD: July, August 1991

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE:
To provide high quality training in the planning, development, implementation and results of the technology project to other interested adult educators.

B. BRIEFLY DESCRIBE ACCOMPLISHMENTS IN ACHIEVING OBJECTIVE:
Newsletter articles have been provided. Inquiries have been answered as received.
Local in-service has been given to district on non-technology format. Additional in-service for the technology section was held August 21, 1991.
Invitations were sent around the state. Local instructors and visitors from Sweetwater attended.
An evaluation form was completed to gain student feedback. Program documents were prepared and have been distributed.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES:
None at this time.

D. PLAN OF ACTION TO OVERCOME BARRIER(S):
n/a

EC0188Q PAGE 4 OF 4

FINAL QUARTERLY REPORT FORM
ADULT EDUCATION SPECIAL PROJECT

PROJECT TITLE: Adult Education Through Technology #11320208

INSTITUTION: Odessa College 068-501

REPORTING PERIOD: July, August 1991

PROJECT DIRECTOR'S SIGNATURE: _____

A. OBJECTIVE:
To provide high quality training in the planning, development, implementation and results of the technology project to other interested adult educators.

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Newsletter articles have been provided. Inquiries have been answered as received.
Local in-service has been given to district on non-technology format. Additional in-service for the technology section was held August 21, 1991.
Invitations were sent around the state. Local instuctors and visitors from
Sweetwater attended.
An evaluation form was completed to gain student feedback. Program documents were prepared and have been distributed.

C. UNUSUAL/UNEXPECTED BARRIERS THAT HINDERED ACCOMPLISHMENT OF PLANNED ACTIVITIES:
None at this time.

D. PLAN OF ACTION TO OVERCOME BARRIER(S):
n/a

EC0188Q PAGE 4 OF 4

Notes from the Riverside

Texas Center for Adult Literacy & Learning

A Newsletter of the Adult Learning and Literacy Clearinghouse
at the Texas Center for Adult Literacy and Learning
College of Education Texas A&M University

A Texas Education Agency Special Project

February 1991
Vol. 3, No. 2

SPECIAL PROJECTS

Adult Literacy & Math Teacher Training & Development Project

The Adult Literacy and Math Teacher Training and Development Project is a Texas Education Agency Sp cial Project now in its third year. Under the direction of Nancy Bentley Dunlap, the project has developed a list of adult basic essential elements for low literacy level (0-4 grade level) adult students and a corresponding mastery checklist; has produced the first of a set of curriculum notebooks based on the essential elements; has conducted staff development workshops for teacher trainers in the use of the curriculum; and has completed two interactive video teacher development programs via TI-IN.

The adult basic essential elements were developed to provide a framework for determining student goals and achievement within the areas of oral communication, reading, writing, study skills and math at a beginning literacy level. Lesson plans and teacher tips in the instructional packets found in the curriculum notebooks have been coded to indicate expected learner outcomes.

The curriculum notebooks are designed to be flexible -- to be added to, evaluated, and revised, as they are used by adult educators. Teachers will find the lessons adaptable to a variety of teaching styles and content areas.

Two versions of the notebook have been produced. The complete version contains numerous "hands-on" materials and manipulatives. Each Adult Education Cooperative has received one complete notebook to keep on-site for teacher use. Additional notebooks with all of the printed materials but without the "extras" are also available at each Cooperative.

Training of trainers workshops are being conducted to prepare teachers to work with other teachers in the use of the curriculum. Those who attend the Adult Literacy and Math Teacher Training workshops are expected to provide instruction and assistance to other teachers of Adult Basic Education using the materials and suggestions provided in the curriculum notebook. The most recent workshop was held in San Antonio at the Education Service Center, Region 20, January 16-18. For further information regarding this Special Project, contact Nancy Bentley Dunlap at Education Service Center, Region 20, 1314 Hines Ave., San Antonio, TX 78208, (512) 299-2400

Technology Grants Awarded To Windham and Odessa

Two Special Projects funded for fiscal year 1990-91 are entitled "Adult Education Through Technology". Grants were awarded to Windham School System and Odessa Community College to develop models involving the use of computers in adult education. Windham's project features the Jostens system. Jostens is a full-blown integrated learning system offering, on a networked configuration, an extensive library of computer software spanning the range from literacy through GED preparation and a centralized management system. A management system is, as its name implies, a tool for the teacher to "manage" the class, including an easy way for the teacher to prescribe individualized instructional plans and keep track of student performance in great detail. Having an integrated networked system allows students access to the full library of software located at a central point called the file server.

Odessa's project features Conover's Workplace Literacy system. Although this system is available as a networked system, Odessa purchased the stand-alone, disk-based setup. Management processes will be done

manually. The full library of software will not be available from a centralized file server so students will make "manual/physical" changes, going from one computer to another or by changing one disk for another to switch software programs.

Per grant specifications, Windham and Odessa will each develop a manual/handbook describing their model and outlining specific details to enable each model to be replicated.

The TEA staff is interested in determining the extent of computer existence and/or use in the field. If you have access to computers (used or not), Evelyn Curtis would appreciate hearing from you. Please write or call:

Evelyn Yap Curtis
Texas Education Agency
1701 N. Congress
Austin, TX 78701
(512) 463-9447

Beder, H. (1990). "Reaching ABE students: Lessons from the Iowa studies." *Adult Literacy and Basic Education*, 14(1), 1-17.

Trying to reach Adult Basic Education (ABE) students has been a problem since programs were initiated through federal funding in 1965. In 1985, the State Department of Education of Iowa funded a study to determine (1) ABE students' motives for participating and (2) why adults who were eligible for ABE do not participate. This report focuses upon the first part of the study.

Researchers, through an extensive, state-wide sampling procedure, involved 351 students representative of the 3,090 students in 255 ABE classes in the state. The questionnaire used for the survey included (a) 62 unique motivations for attending classes and (b) 36 sociodemographic variables predictive of group behavior. When the 62 motivations were subjected to factor analysis, ten factors (reasons for attending ABE classes) emerged. They were, in order of importance:

1. Educational advancement - I want to finish my schooling (GED);
2. Self-improvement - I need to feel better about myself;
3. Community/church involvement - I want to become more active;
4. Economic need - I need to earn more money (or I need to find work);
5. Launching - I expect to get married (or I expect to have a child soon);
6. Family responsibilities - I want to set a better example for my children;
7. Literacy development - I want to be better at reading and writing;
8. Diversion - I enrolled because I want to try something new;
9. Job advancement - I want to get promoted (or get a better job);
10. Urging from others - Friends/family urged me to enroll in class.

Two important issues are evident from this study. (1) Instead of being motivated by a single or only a few factors, adults are motivated by multiple factors to attend literacy (ABE/GED) classes. (2) The clusters of reasons given do not necessarily reflect, in order of importance, the reasons most often found in general discussions, presentations or many publications about why adults participate. These data provide some interesting new insights about why adults enroll in literacy-related classes that should be considered in program planning.

Beder and his associates have expressed a desire for other states to replicate the study to determine whether their findings remain valid in other geographical/cultural settings. However, finding the resources to conduct such research is not easy. (The second part of the Iowa study -- why adults do not participate -- will appear in the next *Notes from the Riverside*.)

Amnesty Classes Taken To The Workplace by Austin Community College

Austin Community College has come up with a solution for area immigrants who need to fulfill the requirements of Immigration and Naturalization Services (INS) but cannot get to classes because of job schedules, transportation problems, or family responsibilities.

ACC, in cooperation with the Airport Hilton, has taken the federally funded classes to the worksite.

ODESSA COLLEGE

NewsLine

Edited by The News and Information Office 335 6431

Vol. 3, No. 28 March 11, 1991 Editor: Teri Brooks

Art video series starts Wednesday

Beginning this Wednesday, the art department will present a series of videos entitled "On Art and Artists" to be broadcast weekly at 10 a.m. in Room 130 of the ET Building.

"Joespf Beuys" is the first of the five 50-minute videos featuring in-depth interviews, lectures and performances of important major contemporary artists. A discussion session will follow each film. Offered in cooperation with the student activities office, the broadcasts are open to all OC students and employees.

The remaining videos and their air dates are as follows: "Nancy Grossman," March 20; "Judy Chicago," April 3; "Philip Pearlstein," April 10; and "Jim Dine," April 17.

For more information, contact Barry Phillips, the elder, at 6490.

ABE News

John D. Tucker, director of adult basic education, presented "JOBS Implementation - A State ABE Perspective" at a session of the statewide Welfare Reform Conference Feb. 28 in El Paso. On March 1 at the conference, the JOBS program at OC was showcased as a model for the state.

Judy Jordan, ABE special project coordinator, will conduct a program April 5 in El Paso on the OC technology program that relates academic preparation to employability and job training. Jordan has recently given presentations on the same theme throughout the state, including the Texas Association of Continuing and Adult Educators Conference in Austin, Feb. 8; the Northern Region ABE Conference in Dallas, Feb. 22; and the Eastern Region ABE Conference in Galveston, March 8.

Jerra Kitzmiller, ABE lead instructor, attended the state Conference for Corrections in Austin on Feb. 2-3. **Lorraine Harrison** represented OC's ABE program at the Learning Conference on Vocational Education, Special Needs in Austin and Victoria, Feb. 18 and 19. **David Heath**, ABE lead instructor, attended the TACAE state conference in Austin Feb. 7-9.

OC's ABE computer assisted learning center program was recognized as one of the top 10 centers nationwide, based on performance standards established by U.S. Basics. There are 166 centers in the country. Congratulations to the entire learning center staff for this achievement. **John Rodriguez**, ESL computer lab manager, will be presenting OC's program at the U.S. Basic's National Conference in Denver in April. Funds for the computer lab were provided by a grant from United Parcel Service.

OC Bookstore March 5-13

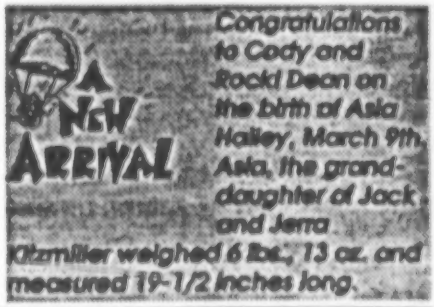
Swap Shop

For Sale: '88 Lincoln Towncar, 79K miles, coach roof, aluminum wheels, 60/40 reclining front seats, power windows and locks, power driver's seat, AM-FM stereo cassette, mauve cloth interior, "rose" exterior. $10,500. Call 6544 or 366-7876.

For Sale: Mickey Mouse collectibles; also, 1972 220-D Mercedes - has been in storage for 10 years. $2500 or best offer. Call David at 368-4200.

For Sale: Need a new motorhome? I can save you thousands on a 1990 Coachman "mini." 460 Ford fuel-injected. 6,000 actual miles and only 6 hours on power plant. 27 feet with awning, etc. Call Dave Atherton at 6477 for details.

For Sale: Black and tan full-blood Doberman dogs. For more information call 6500.



Congratulations to Cody and Rocki Dean on the birth of Asia Hailey, March 9th. Asia, the granddaughter of Jack and Jerra Kitzmiller weighed 6 lbs., 13 oz. and measured 19-1/2 inches long.

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ODESSA COLLEGE

NewsLine

Edited by The News and Information Office - 335 6431

Vol. 3, No. 29 | March 18, 1991 | Editor: Teri Brooks

Spotlight

Model JOBS program

Students use unique educational software in JOBS program.

One of the challenges facing both the education and business sectors today is dealing with the problems confronting our area's undereducated and underemployed. The adult basic education staff faces that challenge every day, as demonstrated by the latest offering through ABE —the Job Opportunities and Basic Skills program.

One of 40 such programs in Texas, the OC-sponsored program in Ector County is recognized as a model statewide because it integrates counseling and special classes with the basic academic program. "We go beyond academic preparation. You can't take someone with low self-esteem and expect them to know how to relate in the world. Our program stresses survival skills, self-esteem building, goal-setting and positive motivation," explains ABE director John Tucker.

Created in response to the national Welfare Reform Act, the JOBS program is funded by state and federal money. "We're trying to get people out of the welfare cycle," says Tucker. State agencies divide welfare recipients into groups based on their level of education and job skills. The JOBS program primarily deals with those that have some education but have not earned a secondary degree and possess little if any job skills. By law, the program must serve seven percent of the eligible population this year. The figure increases annually, with funding based on the program's ability to serve the required proportion of the population.

"We were one of the first pilot projects," says Tucker of the year-old program. "Our program has opportunities other programs don't have since we receive backing from the college and additional resources from donations. Out of the 40 co-ops statewide, only 15 are sponsored by community colleges."

One of the unique features of the Ector County program is the computer program entitled "Enhancement of Education Technology." According to Tucker, the OC JOBS program is the only one in the state using the software. A student, choosing from 300 different job-type categories, finds out what interests and values lend the themselves to being successful in that job. What would be expected of the employee in that job as far as social skills, reasoning skills, math, reading and communication abilities are outlined. "It shows the real world and why these things are important," Tucker says of the custom designed software.

While computer labs and special software are enchancements, Tucker stresses that the strength of all the ABE programs comes down to the teachers. "The teachers are there to help discuss. One of the most important things I stress to the instructors and staff is 'Don't give up on someone.' Sharing and caring are important. Nothing replaces personal involvement with the students."

Of the JOBS program, Tucker says, "I think this will be around for awhile. As long as the funding remains, it will continue to grow."

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Notes from the Riverside

Texas Center for Adult Literacy & Learning

A Newsletter of the Adult Learning and Literacy Clearinghouse
at the Texas Center for Adult Literacy and Learning
College of Education Texas A&M University

A Texas Education Agency Special Project

June 1991
Vol. 3, No. 4

SPECIAL PROJECTS

During the 1990-91 fiscal year, two 353 Adult Education Special Projects focused on the use of technology for program delivery and management.

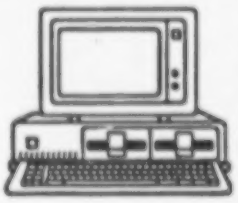
Adult Education Through Technology

Windham School System

The Windham School System which serves the Texas prison system contracted with Jostens Learning Corporation to install computer labs in all Texas Department of Criminal Justice prison units. Implementation of the project is nearing completion. Presently, only two labs are not operational, but are scheduled to be "up and running" shortly. The Jostens labs feature an integrated learning system offering an extensive library of software ranging from literacy through GED preparation, as well as a centralized management system. The management system allows the teacher to "manage" the class by prescribing individualized instructional plans and by monitoring student performance in greater detail than ordinarily possible.

The Windham School System was awarded a grant from theTexas Education Agency to describe and disseminate information gained from implementation of this technology model. A manual outlining the process for implementation of Computer Assisted Learning (CAL) through an integrated system is in its final stages. Information in the manual will be applicable not only to correctional settings, but to any adult education program. Included in the text will be data collected from on-site visits, oral interviews, teacher and student surveys, and statistics on student gains. An appendix will include a glossary of computer terms and other useful information. By sharing the Windham experience, perhaps other institutions considering the purchase of an integrated learning system will benefit.

Plans are being made for a workshop August 12 in Austin. At that time, the manual will be distributed to representatives of the Adult Education Cooperatives across the state. Various activities will provide an in-depth look at implementing CAL, and afford participants an opportunity to discuss with Windham staff both positive and negative aspects of an integrated learning system. Information regarding time and place, will be forthcoming. Make plans now to attend. For further information, contact Margaret Smith, Coordinator, Adult Technical Project, Windham School System, P.O. Box 40, Huntsville, Texas 77340, (409) 291-5352.



Odessa College

Another TEA Special Project grant provided computers and software to be used as an integral part of the Odessa College (OC) JOBS programs in Ector County. Created in response to theFamily Support Act, the JOBS program is funded by state and federal money and receives additional support from Odessa College and other sources. John Tucker, Director of the OC Adult Education Cooperative, says "We go beyond academic preparation. You can't take someone with low self-esteem and expect them to know how to relate in the world. Our program stresses survival skills, building self-esteem, goal-setting and positive motivation." As part of this effort, Conover computer software is being used to enhance student knowledge of job categories. Students are able to explore the demands of a particular job, evaluate interests and par-

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ticipate in math, language, reasoning or social skills applications related to choice jobs.

Project Coordinator, Judy Jordan, reports that the most exciting part of the computer program is the courseware. "Once students see that this is something that can be used in the real world to help them directly earn and achieve, the mandatory client attitude is overcome and you have a genuine, willing student." Direct benefits include the chance to learn about the general world of work, specific career options, and the opportunity to evaluate decisions. Students might anticipate problems with a particular choice from the insight given by the program. Further information regarding this project is available from Judy Jordan, Coordinator, 201 W. University, Odessa, TX 79764, (915)333-7405.

Workplace Literacy Partnership Demonstration Project

Comal, Guadalupe and Kendall Counties Adult Education Cooperative

A Special Project grant was awarded for a workplace literacy program to the Comal, Guadalupe, and Kendall County Cooperative.

The Comal, Guadalupe, and Kendall Counties Adult Education Cooperative implemented a workplace literacy program this past school year at Motorola, Inc. in Seguin. Motorola is an electronics production plant which makes such items as electronic dashboards and carphones.

Reading and math skills of over 100 plant employees were assessed. Results indicated that 26 employees had reading skill deficiencies and 60 had math skill deficiencies. Three reading classes, all beginning at the 4th-5th grade level were established. The classes focus on both writing and reading skills. One low-, two mid-, and two advanced-level math classes were established to meet student needs. Low-level students are learning addition, subtraction, multiplication, and division of whole numbers. Mid-level students are concentrating on fractions and decimals. Content of the advanced-level classes includes percents, pre-algebra, graphs, and geometry. All math classes include some job-related activities. Some of the classes, originally scheduled to meet two hours twice a week were reduced to once a week due to an increase of production rates. These classes was extended through July. Feedback regarding the program has been positive from the training staff, managers, teachers, and participants. A manual describing the project will be produced by the end of August. For further information, contact Debbie Hammer, Coordinator, 701A Curtiss, Schertz, TX 78154, (512)379-5161.

Vacca, R. and Padak, N. (1990). "Who's at Risk in Reading?" in Journal of Reading. 33(7), 486-488.

The April 1990 Journal of Reading is a theme issue devoted to the topic of "Learners at Risk". Who are students "at risk" and what can teachers do to maximize the potential for student success in learning settings?

Frank Macchiarola (1988), former superintendent of schools in New York City has described the problem faced by students at-risk as "marginal participation in school." Macchiarola believes we should be concerned, not with "What is wrong with students?" but with "What happens in educational settings that allow at-risk students to stay at risk?" "What happens in schools to disengage students from active participation?" While answers to these questions are more complex than can be addressed in this article, research findings reveal that the role literacy plays for students at risk is a major factor in their learning.

For some students, reading can be described as a painful experience -- a reminder of schooling in which failure was the rule. (Newman, 1981; Wehlage & Rutter, 1986). Other students have no sense of purpose for their reading, and therefore do not read other than to satisfy expectations of others. In both cases, the student has not experienced control over reading and reading to learn. These students have "learned to be helpless in the face of learning situations." (Hill, 1979; Thomas, 1979)

AGENDA

Second Advisory Board Meeting
Adult Education through Technology
December 13, 1990

* Review training session

* Student reporting
  diagnosis
  remediation

* Request for information on local job outlook

* Input/Questions

- -

AGENDA

ADULT EDUCATION THROUGH TECHNOLOGY

ADVISORY BOARD MEETING

JANUARY 16, 1991

Introduction

Presentation of Quarterly Reports

Current Status:

* Learning Styles Inventory

* Group Interest Sort

* Student Guidance

* Computer Installation

Next:

* Verify the student assignments

* Train student on software usage

* Begin reading class on video tapes

Set date and time for next meeting

AGENDA

Advisory Board
Adult Education through Technology
July 9, 1991

* Announce project extension through August 1991.

* Request for referrals of new clients as soon as possible.

* Review quarterly reports to TEA.

* Discuss technology availability for students after official project end.

* Input/Questions.

Revised Agenda
* Adult Education Through Technology Project
TRAINING

LOCATION: W. D. Noel Learning Center
619 N. Grant
Odessa, Texas

DATE: Wednesday, August 21, 1991

TIME: 9:00 AM to 4:00 PM.

9:00 - 9:15 Welcome and introduction in Orientation Lab.

9:15 - 10:30 Group Interest Sort and Learning Styles for those who have not yet completed these.

CAST in Learning Center for others.

10:30 - 10:45 Break.

10:45 - 11:30 Student reports and student counseling.

11:30 - 12:00 Discussion.

12:00 - 1:00 LUNCH (on own)

1:00 - 1:15 Review.

1:15 - 1:45 Programming students into CONOVER software.

1:45 - 2:30 Hands on station one and two.

2:30 - 2:45 Break.

2:45 - 3:30 Hands on station three, four and five.

3:30 - 4:00 Project review, workshop and stipend forms.

Please feel free to remain for an additional video tape viewing.

* This workshop is in partial fulfillment of a grant funded by the Texas Education Agency, Division of Adult Programs.

THE CONOVER PROCESS™

consists of separate, yet related modules.
One module builds upon the other.

MODULE 1 Career Interests – Page 3

MODULE 2 Career Planning – Page 4

MODULE 3 Values & Self-Concept – Page 6

MODULE 4 Vocational Exploration & Assessment – Page 8

MODULE 5 Workplace Basic Skills – Page 17

MODULE 6 Workplace Math – Page 18 & 22

MODULE 7 Workplace English – Page 20 & 22

MODULE 8 Workplace Social Skills – Page 23

MODULE 9 Workplace Reasoning Skills – Page 25

MODULE 10 Employability Skills – Page 27

MODULE 11 Survival Skills – Page 28

MODULE 12 Vocational Training – Page 32

ANSWER SHEET

NAME: _____ DATE: _____

REMEMBER: Put an X in each box that best describes your feelings about each activity.
YES-I like the activity, NO-I do not like the activity

1. A ☐A. Yes ☐B. No	11. A ☐A. Yes ☐B. No	21. A ☐A. Yes ☐B. No	31. A ☐A. Yes ☐B. No	41. A ☐A. Yes ☐B. No
2. B ☐A. Yes ☐B. No	12. B ☐A. Yes ☐B. No	22. B ☐A. Yes ☐B. No	32. B ☐A. Yes ☐B. No	42. B ☐A. Yes ☐B. No
3. C ☐A. Yes ☐B. No	13. C ☐A. Yes ☐B. No	23 C ☐A. Yes ☐B. No	33. C ☐A. Yes ☐B. No	43. C ☐A. Yes ☐B. No
4. D ☐A. Yes ☐B. No	14. D ☐A. Yes ☐B. No	24. D ☐A. Yes ☐B. No	34. D ☐A. Yes ☐B. No	44. D ☐A. Yes ☐B. No
5. E ☐A. Yes ☐B. No	15. E ☐A. Yes ☐B. No	25. E ☐A. Yes ☐B. No	35. E ☐A. Yes ☐B. No	45. E ☐A. Yes ☐B. No
6. F ☐A. Yes ☐B. No	16. F ☐A. Yes ☐B. No	26. F ☐A. Yes ☐B. No	36. F ☐A. Yes ☐B. No	46. F ☐A. Yes ☐B. No
7. G ☐A. Yes ☐B. No	17. G ☐A. Yes ☐B. No	27. G ☐A. Yes ☐B. No	37. G ☐A. Yes ☐B. No	47. G ☐A. Yes ☐B. No
8. H ☐A. Yes ☐B. No	18. H ☐A. Yes ☐B. No	28. H ☐A. Yes ☐B. No	38. H ☐A. Yes ☐B. No	48. H ☐A. Yes ☐B. No
9. I ☐A. Yes ☐B. No	19. I ☐A. Yes ☐B. No	29. I ☐A. Yes ☐B. No	39. I ☐A. Yes ☐B. No	49. I ☐A. Yes ☐B. No
10. J ☐A. Yes ☐B. No	20. J ☐A. Yes ☐B. No	30. J ☐A. Yes ☐B. No	40. J ☐A. Yes ☐B. No	50. J ☐A. Yes ☐B. No

Rank Order	Interest Area	Total Score
____	Advising (A)	____
____	Arranging (B)	____
____	Building & Making (C)	____
____	Doing Clerical Work (D)	____
____	Helping (E)	____
____	Maintaining & Repairing (F) 87	____
____	Thinking In Pictures (G)	____
____	Using Environmental Information (H)	____
____	Working With Equipment (I)	____
____	Working With Numbers & Symbols (J)	____

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RELATED JOB TITLES AND WORKER TRAITS IN STATES — Circle RELATED JOB TITLES of Interest

Interest Area	Related Job Title	Worker Trait Group
Advising	Child Care Attendant (Dish 1)	10.03 Child & Adult Care Page 51
Advising	Lawyer (Dish 2)	11.04 Law Page 51
Advising	Travel Agent (Dish 3)	09.01 Hospitality Services Page 52
Advising	Employment Counselor (Dish 4)	10.01 Social Services Page 53
Arranging	Interior Designer (Dish 5)	01.02 Visual Arts Page 54
Arranging	Hair Stylist (Dish 6)	09.02 Barbering and Beauty Services Page 55
Arranging	Architect (Dish 7)	05.03 Engineering Technology Page 55
Arranging	Florist (Dish 8)	03.04 Elemental Work: Nature Page 57
Building and Making	Carpenter (Dish 9)	05.05 Craft Technology Page 58
Building and Making	Painter (Dish 10)	05.10 Skilled Hand & Machine Work Page 69
Building and Making	Roofer (Dish 11)	05.10 Skilled Hand & Machine Work Page 74
Building and Making	Drafter (Dish 12)	05.03 Engineering Technology Page 74
Doing Clerical Work	Secretary (Dish 13)	07.01 Administrative Detail Page 75
Doing Clerical Work	Cashier (Dish 14)	09.04 Customer Services Page 76
Doing Clerical Work	Stock Clerk (Dish 15)	07.05 Information Processing: Records Page 77
Doing Clerical Work	File Clerk (Dish 16)	07.05 Information Processing: Records Page 79
Helping	Waiter (Dish 17)	09.04 Customer Services Page 79
Helping	Properties Manager (Dish 18)	11.11 Business Management Page 79

Interest Area	Related Job Title	Worker Trait Group
Helping	Police Officer (Dish 19)	04.01 Safety and Law Enforcement Page 81
Helping	Licensed Practical Nurse (Dish 20)	10.02 Nursing & Therapy Services Page 83
Maintaining and Repairing	Auto Mechanic (Dish 21)	05.05 Craft Technology Page 83
Maintaining and Repairing	Plumber (Dish 22)	05.05 Craft Technology Page 83
Maintaining and Repairing	Appliance Repairer (Dish 23)	05.10 Skilled Hand & Machine Work Page 83
Maintaining and Repairing	Sanitation Worker (Dish 24)	05.12 Elemental Work: Mechanical Page 84
Thinking in Pictures	Photographer (Dish 25)	01.02 Visual Art Page 90
Thinking in Pictures	Cartoonist (Dish 26)	01.02 Visual Art Page 90
Thinking in Pictures	Display Artist (Dish 27)	01.02 Visual art Page 90
Thinking in Pictures	Commercial Artist (Dish 28)	01.02 Visual Art Page 90
Using Environmental Information	Landscape Gardener (Dish 29)	03.01 Managerial Work: Nature Page 91
Using Environmental Information	Fish & Game Warden (Dish 30)	04.01 Safety & Law Enforcement Page 91
Using Environmental Information	Farmer (Dish 31)	03.01 Managerial Work: Nature Page 92
Using Environmental Information	Meteorologist (Dish 32)	02.01 Physical Sciences Page 92
Working With Equipment	Computer Service Technician (Dish 33)	05.10 Skilled Hand & Machine Work Page 92
Working With Equipment	Telephone Operator (Dish 34)	05.06 Systems Operation Page 93
Working With Equipment	Cook (Dish 35)	05.10 Skilled Hand & Machine Work Page 94
Working With Equipment	Machinist (Dish 36)	05.05 Craft Technology Page 94

Interest Area	Related Job Title	Worker Trait Group
Working With Numbers And Symbols	Medical Lab Assistant (Dish 37)	02.04 Laboratory Technology Page 95
Working With Numbers And Symbols	Market Researcher (Dish 38)	11.06 Finance Page 96
Working With Numbers And Symbols	Teller (Dish 39)	07.03 Financial Detail Page 9
Working With Numbers And Symbols	Library Assistant (Dish 40)	11.02 Educational & Library Sciences Page 97

DEFINITIONS OF INTEREST AREAS

ADVISING means giving information and ideas to other people. If you enjoy helping other people make decisions, you might like a career in advising.

ARRANGING is planning how something will look. You can arrange many different things. For example, you can arrange your hair in a new style.

BUILDING AND MAKING involve working with your hands. Building and making involve putting materials together to make new objects. If you make models, candles, clothing, or other things, you know about BUILDING & MAKING.

DOING CLERICAL WORK means handling many different kinds of information--often, very important information--for your employer. If you are going to work as a clerk, you need to be well-organized and neat.

HELPING means doing things for other people. It means solving problems or making life better for people.

MAINTAINING AND REPAIRING Maintaining is keeping an object in good condition so it does not break. Repairing is fixing an object that is broken or worn out. Repairing usually costs more money than maintaining.

THINKING IN PICTURES means being able to make pictures of the ideas in your mind. When you think in pictures, your mind makes a series of pictures--like a movie or a cartoon.

USING ENVIRONMENTAL INFORMATION The environment is everything around us in nature. Workers who use ENVIRONMENTAL INFORMATION have special skills. They notice details. They work carefully but quickly. Most of all, they love nature. They want to use nature wisely to keep the environment clean, beautiful, and useful.

WORKING WITH EQUIPMENT means using machines or tools to do a job. Operating equipment is an important part of many occupations. Workers in these occupations have to know how to use machines and tools.

WORKING WITH NUMBERS AND SYMBOLS means using numbers or symbols to describe something. The numbers and symbols stand for words or groups of words. They are like a special language.

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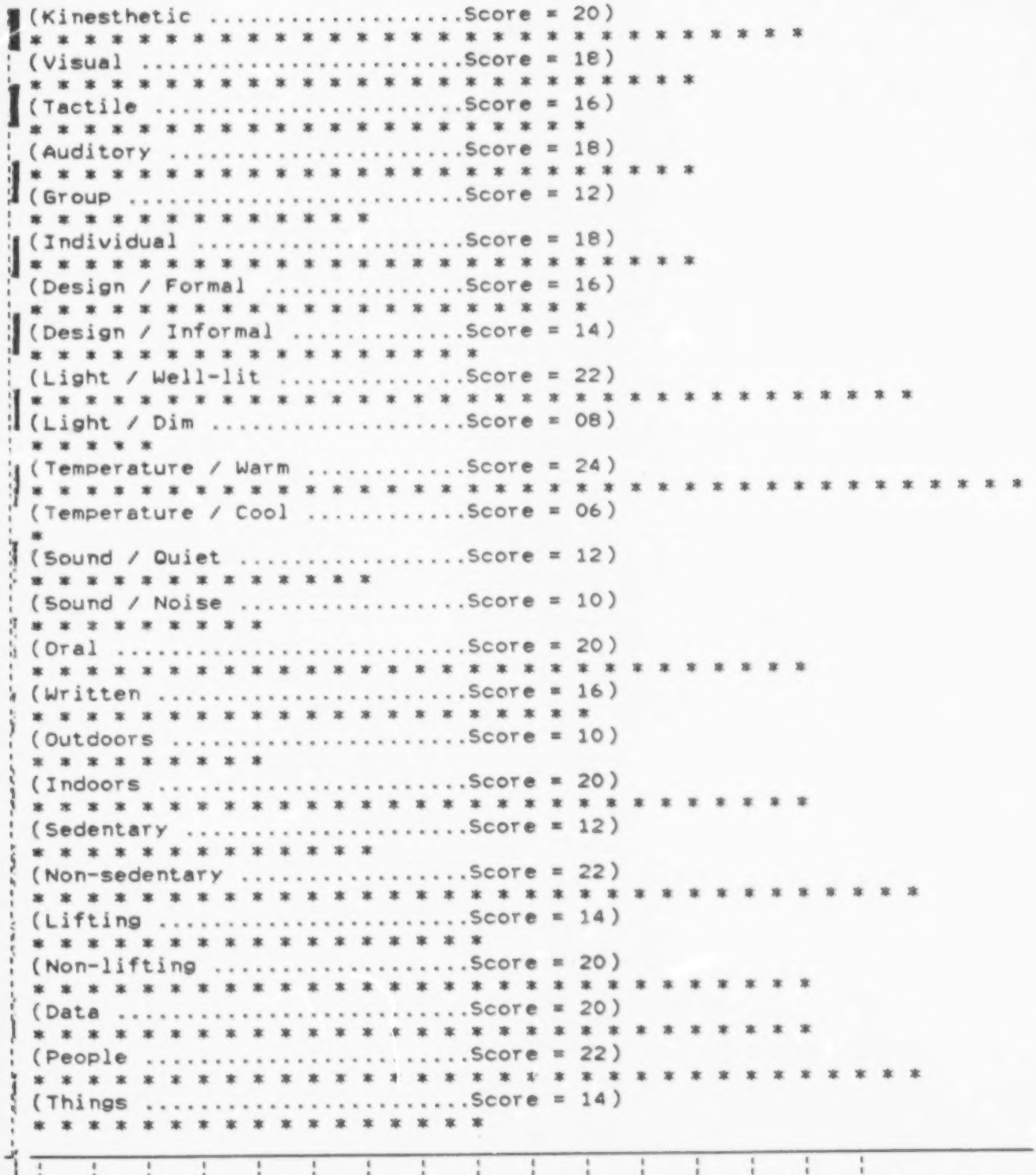
Vocational Learning Styles

Profile

me: Judy Jordan
te: 01/09/91


(Kinesthetic .....Score = 20)
(Visual .....Score = 18)
(Tactile .....Score = 16)
(Auditory .....Score = 18)
(Group .....Score = 12)
(Individual .....Score = 18)
(Design / Formal .....Score = 16)
(Design / Informal .....Score = 14)
(Light / Well-lit .....Score = 22)
(Light / Dim .....Score = 08)
(Temperature / Warm .....Score = 24)
(Temperature / Cool .....Score = 06)
(Sound / Quiet .....Score = 12)
(Sound / Noise .....Score = 10)
(Oral .....Score = 20)
(Written .....Score = 16)
(Outdoors .....Score = 10)
(Indoors .....Score = 20)
(Sedentary .....Score = 12)
(Non-sedentary .....Score = 22)
(Lifting .....Score = 14)
(Non-lifting .....Score = 20)
(Data .....Score = 20)
(People .....Score = 22)
(Things .....Score = 14)
6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
Minor
Major

50

Vocational Learning Styles

Profile

Name: Judy Jordan
Date: 01/09/91

Major physical learning styles: Kinesthetic

Minor physical learning styles: Visual
Tactile
Auditory

Major social learning styles: None expressed.

Minor social learning styles: Individual

Major environmental learning styles: Light / Well-lit
Temperature / Warm

Minor environmental learning styles: Design / Formal
Design / Informal

Major expressive learning styles: Oral

Minor expressive learning styles: Written

Major work characteristics: Indoors
Non-sedentary
Non-lifting
Data
People

Minor work characteristics: Lifting
Things

Teaching Strategies

Kinesthetic individuals prefer to learn through active involvement. Walking back and forth while reading or reciting enhances their learning processes. Relating what is to be learned to real life experiences, role playing, field trips and class projects all make learning more meaningful to this individual.

Individual learners get more work done alone. Socializing should be restricted to non-learning situations. Group work may cause the individual learner to become irritable and distracted. This person should do important learning in a library, in the back or in the corner of a room.

Bright lights are beneficial to this individual's learning processes.

Vocational Learning Styles

Teaching Strategies

Name: Judy Jordan
Date: 01/09/91

Warm temperatures enhance this person's ability to think.

An oral expressive learner prefers to say what he/she knows. This person should be allowed to give oral reports instead of written ones. Reports made on tapes can allow this person to express themselves and save class time.

Working indoors is a preference of this person.

Moving and working in different positions and places is preferred by this individual.

This person likes job settings that do not require lifting or moving objects.

Job settings that require working with facts and figures is preferred.

Job settings that require working with people are preferred.

Publications

* Literacy And The Marketplace
* Into the Working World
The Rockefeller Foundation
1133 Avenue of the Americas
New York, New York 10036
(212) 869-8500

* Training Partnerships
* Workplace Basics: The Skills Employers Want
American Society for Training and Development
1630 Duke Street
Box 1443
Alexandra, VA 22313
(703) 683-8100

* Workforce 2000
Marketing Services
Towers Perrin
100 Summit Lake Drive
Valhalla, N.Y. 10595

CCP PLAN AND PROFILE CROSS REFERENCE TO CONOVER SOFTWARE

After or during CCP 1.1.1.4 (basic math) and 1.1.2.4 (fourth grade reading):

* LAP Business and Office
  LAP Computer
* MOJ Grain Farmer

After or during 1.2.1.1.3 Practions:

* LAP - Electronics
* MOJ - Secretary
* MOJ - Janitor Maintenance Person
  MOJ - Combination Welder

After or during 1.2.1.2.1 Linear Measurements:

  LAP - Construction
* MOJ - Carpenter
* MOJ - Construction Labor

After or during 1.2.1.2.2 Area Weight Pluid Measurements:

* LAP - Food Service
  LAP - Custodial Housekeeping
  LAP - Horticulture
* LAP - Manufacturing
* MOJ - Cook
  MOJ - Nurse's Aide
* MOJ - Motor Vehicle Mechanic
* MOJ - Painter
* MOJ - Plumber

After of during 1.2.1.3.1 Introduction to Decimals:

  LAP - Small Engine
  LAP - Health Care

After or during 1.2.1.3.3 Dividing and Rounding Decimals:

  LAP - Automotive

After or during 1.2.1.3.4 Percentage:

  LAP - Graphic Design
  LAP - Cosmetology
  LAP - Distribution
  MOJ - Accounting Clerk/Bookkeeper
  MOJ - Barber/Cosmetologist
  MOJ - Cashier
  MOJ - Electrician
  MOJ - Graphic Designer
  MOJ - Heavy Equipment Operator
  MOJ - Local Truck Driver
  MOJ - Maintenance Mechanic
  MOJ - Machinist
  MOJ - Meat Cutter
  MOJ - Metal Products Assembler
  MOJ - Sales Clerk
  MOJ - Sheet Metal Worker
  MOJ - Taxi Driver
  MOJ - Tractor Trailer Driver
  MOJ - Waiter/Waitress

Other MOJ units require high 9th grade skills or higher.

* These use decimals in simple dollars and cents problems.

Taken from a Conover Co. brochure. For more information, call the Conover Co.

Basic Communication Skills Used by Workers in the Workplace

OCCUPATION	VOCABULARY			LISTEN			SPEAK			READ			WRITE		
	Con-struc-tion	Defini-tion	Context	Literal	Inter-pretive	Evalua-tive	Short Choice	Ques-tion	Struc-tures	Literal	Inter-pretive	Evalua-tive	Sign-ature	Persons	Basic Words & Phrases
1. Accounting clerk/ bookkeeper	X	(X)	X	X	(X)		X	(X)	X	(X)	(X)		(X)	X	(
2. Barber/ cosmetologist	X	(X)	(X)	X	(X)		X	X	X	(X)	(X)		X	(X)	X
3. Carpenter	(X)	(X)	X	X	(X)		X	(X)	X	(X)	(X)				
4. Cashier	X	(X)	X	(X)	X		X	(X)	(X)	(X)				(X)	
5. Computer operator	X	(X)	X	(X)	X		X	(X)	(X)	(X)	(X)			(X)	
6. Computer service technician	X	(X)	(X)	X	(X)	X	X	(X)	X	X	(X)	X	X	X	(
7. Construction laborer	X	(X)	(X)	(X)			X	(X)	(X)	(X)					
8. Cook	X	(X)	X	X	(X)	X	(X)	X	(X)	(X)	(X)				
9. Electrician	(X)	(X)	X	X	(X)		(X)	X	(X)	(X)	(X)			(X)	
10. Grain farmer	X	(X)	X	X	(X)		X	(X)	X	X	(X)	(X)	(X)	(X)	
11. Graphic designer	X	(X)	X	X	(X)	X	X	(X)	X	(X)	(X)	X	X	(X)	
12. Heavy equipment operator	X	X	(X)	(X)	X		X	X	(X)	(X)	(X)			(X)	
13. Janitor/maintenance person	X	(X)	X	(X)	X		X	(X)	X	(X)	X		X	X	(
14. Local truck driver	X	X	(X)	(X)	X		(X)	X	X	(X)			X	(X)	
15. Machinist	(X)	X	X	X	(X)		(X)	X		(X)	(X)			(X)	(
16. Maintenance mechanic	X	X	(X)	X	X	(X)	X	X	(X)	(X)	X	(X)	(X)	X	(
17. Meat cutter	X	(X)	X	(X)	X		X	X	(X)	(X)	(X)		X	(X)	(X)
18. Metal product assembler	(X)	X	(X)	(X)			X	(X)	(X)	(X)				(X)	
19. Motor vehicle mechanic	X	X	(X)	X	(X)	(X)	(X)	X	X	(X)	(X)		X	X	(X)
20. Nurse aide/ assistant	X	(X)	X	X	(X)		(X)	X	X	(X)	(X)		X	X	(
21. Painter	X	(X)	(X)	X	(X)		X	X	(X)	(X)	(X)			(X)	
22. Plumber	(X)	X	(X)	X	(X)		X	(X)	X	(X)	(X)		X	X	(X)
23. Pre-planner	X	(X)	(X)	X	X	(X)	X	X	(X)	X	(X)	(X)	X	X	(
24. Radio/TV service person	X	(X)	X	(X)	X		X	(X)	(X)	(X)	(X)		X	X	(X)
25. Receiving clerk	X	(X)	X	(X)	X		X	(X)	X	(X)	(X)			(X)	
26. Sales clerk	X	(X)	X	X	(X)		(X)	X	X	(X)	(X)		X	(X)	
27. Secretary/ clerk typist	X	X	(X)	X	(X)		X	X	(X)	X	(X)		(X)	X	(X)
28. Sheet-metal worker	X	(X)	X	X	(X)		X	X	(X)	(X)	(X)			X	(
29. Taxi driver	X	X	X	(X)			X	(X)	X	(X)	(X)		X	(X)	
30. Tractor-trailer driver	(X)	X	(X)	X	(X)		X	X	(X)	(X)	(X)		X	(X)	(
31. Waiter/waitress	(X)	X	X	(X)	X		X	(X)	X	(X)	X		X	(X)	

X = Competency required. (X) = Competency included in system.

Taken from Conover Company brochure. For more information call the CONOVER Co.

UNIT	MATH: Whole Numbers	Fractions	Decimals	Percents	Equations	Averages	Ratio Proportion	Graphs/Charts Scales	Tables, Charts Graphs, Drawings	Scale Drawings	Measurement	Estimation	ENGLISH: Literal Comprehension	Drawing Conclusions	General Vocabulary	Technical Vocabulary
Automotive		4	4 8					4	8			4	1	3 9	5 6	2
Building Maintenance	4 6 8 9		6 9				2	4		4	6 (Area)		2	2 3 5		7
Business & Office	2 6		8						6 8				2 4 7 9	3		5
Computers	6					6			3				7 9	5 8	4	2
Construction	5 9	5	5	7					4	3	3 (Distance) 9 (Perimeter)				6	2 8
Cosmetology	4		7				7		5		7 (Volume)	4	3 5	3 6 8 9		2
Custodial Housekeeping	3 5	9	7				5 6 9		3 7				6	8	2	4
Distribution	4 9			8	8			6	5		6 (Weight)		3			2 3 7
Electronics	7 8	5	3						2 3					4		6 9
Food Service	4		6 7		8						9 (Volume)		5 9 8		2	3
Graphic Design				7			7	3 5	7		3 (Distance)	7	8 9			4 6
Health Care			2 8					4 6 9	2				2 9	6	5	3 7 8
Horticulture	5								9		4 (Volume)			3	7	2 6 8
Manufacturing	6 7 9		4					5			4 (Distance)			3 8	4	2 3
Small Engines	3 6 9		9								3 (Volume) 3 (Distance)	3	4 6 8	5		2 5 7

Versions

There are two versions of LEARNING ACTIVITY PACKETS. There are print and microcomputer versions. Reading levels for both the print and microcomputer versions vary depending on the specific occupational requirements.

Print Version

The print version consists of individual booklets for each career area. All answers are recorded on an answer sheet. Answer sheets can be reproduced.

E1 E1 E1 E1 E1 E1 E1

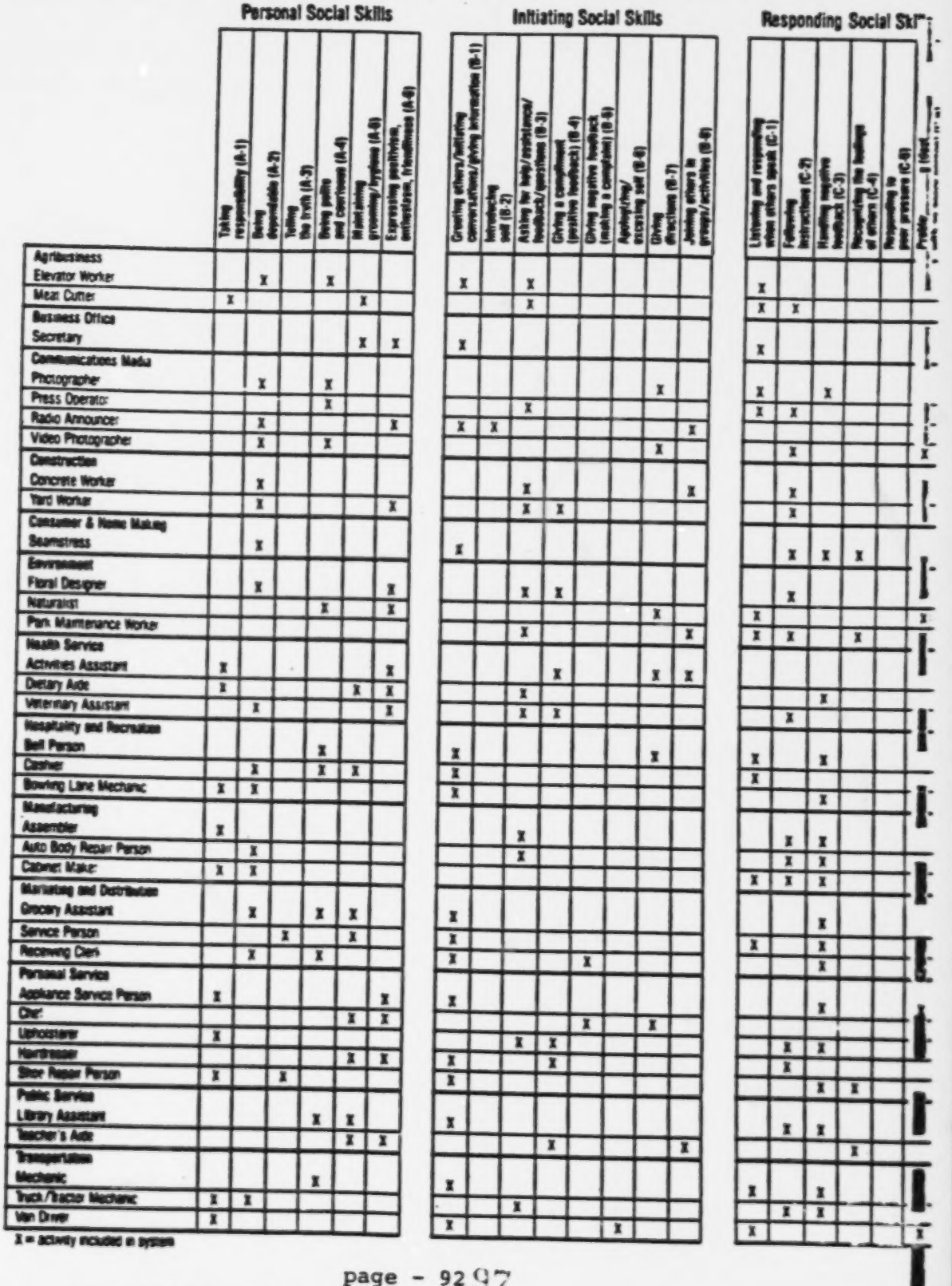
84 pt 72pt 60pt 48pt 42pt 36pt 30pt

Graphic designers use many different sizes and styles of lettering to make signs, ads, and brochures. The sizes of lettering are marked in a measuring system called *points*. A *point* is a unit of measure.

To decide on the proper lettering size, you must know what space it has to fit into. In this exercise you will choose lettering sizes to fit a given space.

Taken from CONOVER Company brochure.
For more information see address of the Conover Co.

Basic Social Skills Used by Workers in the Workplace



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Taken from a CONOVER brochure.
For additional information, contact
the CONOVER Co.

Basic Math Skills Used by Workers in the Workplace

Occupation	Whole Numbers	Fractions	Decimals	Percentage	Equivalents	Average	Ratio Proportion	Graduated Scales	Tables, Charts, Graphs & Drawings	Scale Drawings	Measurement	Estimation
1. Accounting clerk/ bookkeeper	ⓧ	X	ⓧ	X	X	X	X	X	ⓧ			X
2. Barber/ cosmetologist	X	Read/write	ⓧ	ⓧ	X		Ratio				ⓧT, V, C	X
3. Carpenter	X	ⓧ	Dollars/ cents	ⓧ		X	ⓧ	ⓧ	ⓧ	ⓧ	ⓧC, An, P, ⓧV	X
4. Cashier	X	X	Dollars/ cents	ⓧ				X			T	
5. Combination welder	X	ⓧ	Dollars/ cents	Read/write			Ratio	ⓧ	X	Read/measure from	ⓧ, ⓧP, Ar, V	
6. Computer service technician	ⓧ	X	ⓧ	X	ⓧ	X	ⓧ	ⓧ	ⓧ	Read	ⓧD, C, An, P, Ar	X
7. Construction laborer	ⓧ	X	Dollars/ cents				ⓧ	X	ⓧ	ⓧ	T, D, An, Ar, ⓒⓥ	X
8. Cook	X	ⓧ	ⓧ	X	X	X	X	ⓧ	ⓧ		ⓧW, C, ⓧV	X
9. Electrician	X	X	ⓧ	ⓧ	X	X	X	ⓧ	ⓧ	X	T, D, C, An, ⓟAr, V	X
10. Grain farmer	X	X	ⓧ	X		X	Ratio	X	ⓧ	Read/measure from	T, W, D, C, An, P, Ar, V	ⓧ
11. Graphic Designer	X	X	X	X	ⓧ	X	ⓧ	ⓧ	X	X	T, W, ⓧC, O, An, P, Ar	ⓧ
12. Heavy equipment operator	ⓧ	Read/write	Read/write				O	X	X	Read	D, ⓥ	X
13. Janitor/maintenance person	ⓧ	Read/write		X			Ratio	X			ⓧⓒAn, Ar	X
14. Local truck driver	ⓧ		Dollars/ cents					X			ⓧⓓⓡ	X
15. Machinist	ⓧ	ⓧ	ⓧ	Read/write	X	X	ⓧ	X	X	ⓧ	T, ⓧW, C, An, Ar	X
16. Maintenance mechanic	ⓧ	X	ⓧ	X	ⓧ	X	Ratio	ⓧ	ⓧ	X	T, W, D, An, P, Ar	X
17. Meat cutter	ⓧ	X	ⓧ	ⓧ	X		Ratio	X	X		T, ⓡC, O, An	X
18. Metal product assembler	ⓧ	X	ⓧ	X	X	X		X	ⓧ	Read/measure from	ⓧT, An	X
19. Motor vehicle mechanic	X	X	ⓧ	X	X	X	X	ⓧ	ⓧ	Read	T, W, ⓧC, An, V	X
20. Nurse aide/ assistant	ⓧ	Read/write	Dollars/ cents	Read/write				ⓧ	X	X	T, ⓡC, ⓥ	X
21. Painter	X	Read/write	O	X			ⓧ	X	ⓧ	Read/measure from	·:. C, An, P, ⓐV, ⓧ	X
22. Plumber	X	ⓧ	ⓧ	X	X	X	ⓧ	X	X	ⓧ	T, ⓧC, P, Ar, V	X
23. Programmer	ⓧ	ⓧ	ⓧ	ⓧ	ⓧ	ⓧ	X	X	ⓧ	Read	ⓧD, O, An, P	X
24. Radio/TV service person	X	X	ⓧ	X	X	X	X	ⓧ	ⓧ	Read	T, D, C, An, P, Ar	X
25. Receiving clerk	ⓧ	ⓧ	ⓧ	ⓧ		X					ⓒ	
26. Sales clerk	X	X	Dollars/ cents	ⓧ	ⓧ	X		X	ⓧ			
27. Secretary/ com typist	ⓧ	ⓧ	ⓧ	Read/write		X		X	ⓧ		ⓧⓧW, O	X
28. Sheet-metal worker	X	X	ⓧ	X	X	X	Ratio	X	X	X	T, W, ⓧC, An, P, Ar, V	X
29. Taxi driver	ⓧ		Dollars/ cents	O				X	ⓧ		ⓧO	X
30. Tractor-trailer driver	ⓧ	X	ⓧ	X			Ratio		X	Read	ⓧⓡD, C, Ar, V	X
31. Waiter/waitress	ⓧ	X	ⓧ	ⓧ					ⓧ		C	X

X = Competency required O = Competency included in system

A key to the measurement codes used within is follows

Measurement and Code

Time ..... T	Capacity C	Perimeters .. P
Weight ..... W	Quantity ..... Q	Areas ..... Ar
Distance .... D	Angles ..... An	Volumes V

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Please, do NOT sign your name. OUT OF 40

Please fill this form out if you DID participate.

PROJECT EVALUATION SURVEY FORM
ADULT EDUCATION THROUGH TECHNOLOGY
JANUARY 1991 - JULY 1991

1. My teacher is:

20	B[redacted]	2	V[redacted]
5	T[redacted]	2	I[redacted]
0	B[redacted]	1	S[redacted]
1	[redacted]	1	I[redacted]
4	E[redacted] / J[redacted]		
3	[redacted]		
0	I don't know.		

2. I attend:

18	9:00 - 11:30am
18	1:00 - 3:30pm
9	6:30 - 9:00pm

3. Check all that apply:

11	I was told about this project in orientation.
12	I was told about this project by my teacher.
10	I heard about this project by an announcement.
15	I was asked to participate in the project.

4. Rate the following technology project units:
H = helpful
N = not helpful
O = did not complete, do not want to.
F = want to do in the future

___ Learning Styles Inventory (video tape survey) *[7F3N11H20]*
___ Group Inventory Sort (video tape survey) *[10H8F4N30]*
___ Learning Activity Packages (computer) *[21H6F]*
___ English On the Job (computer) *[24H6F]*
___ Math On the Job (computer) *[27H4F]*
___ Reasoning On the Job (computer) *[17H6F10]*
___ CAST - Social Skills On the Job - (video tapes) *[6H9F3N30]*
___ Resumes Made Easy / Writing Resumes (computer) *[7H13F1N20]*
___ Filling Out Job Applications (computer) *[12H10F20]*
___ Successful Job Interviewing (computer) *[10H11F101N]*
___ Job Success: Looking Good (computer) *[12H10F201N]*
___ Job Success: Your Work Habits (computer) *[14H10F20]*
___ Job Success: First Days on the Job (computer) *[14H10F10]*
___ Job Success: Your Personal Habits (computer) *[12H9F40]*
___ Job Attitudes: Assessment and Improvement (COMPUTER) *[14H8F20]*
___ Be A Winner: Negotiate (COMPUTER) *[11H6F1N20]*
___ Be A Winner: Set Your Goals (COMPUTER) *[11H8F1N20]*
___ Be A Winner: Be Assertive (COMPUTER) *[12H9F1N10]*
___ Be A Winner: Be Motivated (COMPUTER) *[10H6F2N20]*
___ Occupational Outlook on computer(computer printouts)
___ Other video tapes *[6H4F302N]* *[^^^^^16H6F1N10^^^^^^^]*

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5. Check one:

33 I will continue to use some of these programs.
1 I have completed all the work I need to do.

6. Overall the Technology Project has been:

21 Excellent
14 Good
4 No opinion
___ Not helpful

COMMENTS:

***I like to keep working with this program because it helps me to understand some of my work.**Judy was an excellent teacher, she was always right there if I needed to ask her a question.**Liked them very much, were helpful and interesting **The project was fun, helpful, and useful.**I like this kind of program. It's the best opportunity I've had in a long time. **I'm spending my time striving to get my classes all up to high school entry levels, but wha- little of the machine work I have tried so far has helped greatly. And the teacher is helpful, and makes me feel that my trying is important. Judy is a very warm and caring person, hope to work more with her.**Judy was a great teacher and very helpful . Introduction to the computers was very helpful,it gave me an idea about a certain job training experiences. It is an excellent program** I enjoyed working on the computers.**I loved it , it helped me to learn how the world works.*

THANK YOU!

lease, do NOT sign your name.

OUT OF 47

Please fill this form out if you DID NOT participate.

PROJECT EVALUATION FORM
ADULT EDUCATION THROUGH TECHNOLOGY
JANUARY 1991 - JULY 1991

. My teacher is:

__8__ B[redacted]
__5__ V[redacted]
__6__ T[redacted]
__12__ I[redacted]
__6__ E[redacted] / J[redacted]
__3__ F[redacted] / N[redacted]
__1__ B[redacted]
__0__ S[redacted]
__2__ L[redacted]
__4__ I[redacted]
__0__ I don't know.

. I attend:

__19__ 9 - 11:30am
__19__ 1 - 3:30pm
__10__ 6:30 - 9:00pm

. Check one:

__14__ yes, I knew about the project.
__30__ no, I never knew about this project.

. Check one:

__3__ not interested.
__39__ I want to use these programs later.
__5__ Don't know.

)MMENTS:

*Would like to know more about this project.***I'd like to*

---

*y it.**I would like to know more about this program.****

---

es, I really would like to learn how to use the computers.

---

*am interested.**I knew about the projec: but nobody told*

---

*I could use it.**I'm working on getting my GED right now*

---

*ater on I would like to use these programs.**I'd like to*

---

*ave this program explained. I might like to use it later.**

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Please, do NOT sign your name. **OUT OF 6**

PROJECT EVALUATION -- TEACHER SURVEY FORM
ADULT EDUCATION THROUGH TECHNOLOGY
JANUARY 1991 - JULY 1991

1. I TEACH: __4__ 9:00-11:30AM __4__ 1:00-3:30PM __3__ 6:30-9:00PM

2. Indicate your response to the project:

__6__ I told students about this project and encouraged them to participate.

___ I preferred to not have my students participate in the project. Please give reason: _____

_____

__1__ Other, explain: _____

Judy made reccomendations.

_____

_____

_____

_____

3. Rate the following technology project units:
H = seemed to be helpful for most students.
N = students used, not helpful.
O = do not know if my students used.
F = want to learn about (add to O, H or N if appropriate).

___ Learning Styles Inventory (video tape survey). ***[5h]***
___ Group Inventory Sort (video tape survey). ***[5h]***
___ Learning Activity Packages (computer). ***[5h]***
___ English On the Job (computer). ***[6h]***
___ Math On the Job (computer). ***[6h]***
___ Reasoning On the Job (computer). ***[5h1o]***
___ CAST - Social Skills On the Job - (video tapes). ***[5h1o]***
___ Resumes Made Easy / Writing Resumes (computer). ***[2h4o]***
___ Filling Out Job Applications (computer). ***[2h3o]***
___ Successful Job Interviewing (computer). ***[2h3o]***
___ Job Success: Looking Good (computer). ***[1h4o]***
___ Job Success: Your Work Habits (computer). ***[1h4o]***
___ Job Success: First Days on the Job (computer). ***[2h4o]***
___ Job Success: Your Personal Habits (computer). ***[3h3o]***
___ Job Attitudes: Assessment and Improvement (computer). ***[2h3o]***
___ Be A Winner: Negotiate (computer). ***[2h2f1o]***
___ Be A Winner: Set Your Goals (computer). ***[2h2f1o]***
___ Be A Winner: Be Assertive (computer). ***[3h2f1o]***
___ Be A Winner: Be Motivated (computer). ***[2h2f1o]***
___ Occupational Outlook on computer(computer printouts). ***[2h2f1o]***
___ Other video tapes. ***[2f1h1o]***

ADULT EDUCATION THROUGH TECHNOLOGY PROJECT -- TEACHER SURVEY
PAGE 2

4. Check one:

__5__ I will continue to encourage students to use these programs.
___ I will not have my students work on this program. Please give reason: _____

_____

_____

_____

5. Overall the Technology Project has been:

__4__ Excellent.
__1__ Good.
___ No opinion.
___ Not helpful.

COMMENTS:
*Not as familiar with the programs as I should be.**Those students of mine that have used it have enjoyed using it. They are very proud of their accomplishments when they complete a program.*

THANK YOU!

WORKSHOP EVALUATION RESULTS

1.Years of experience in Adult Education .... Avg. 5.5 years

2.Employment: Part-time .... 11 Full-time 1

3.Level of teaching: ABE....9 GED....6 ESL....1 OTHER....2

4.Age: 20-29....1 30-39.... 0 40-49....2 over 49.... 7

5.The purpose of this workshop was:

1	2	3	1	4	5	10
Unclear					Clear	

6.The manner in which the workshop was organized and conducted was:

1	2	3	1	4	1	5	9
Poor						Excellent	

7.Indicate the extent to which workshop topics presented will assist you in improving your program:

1	2	3	4	4	5	7
Little					Very much	

8.From which topics did you benefit the most?

CONOVER.....1
SOCIAL SKILLS.....3
LEARNING STYLES INVENTORY.....3
LEARNING ACTIVITY PACKAGES.....1
JOBS OUTLOOK ON COMPUTER.....1
HANDS ON.....2

9.Workshop facilities were:

1	2	3	4	2	5	8
Poor					Excellent	

10.What topics should be presented in future workshops?
none expressed.

11. Evaluate the Consultant:

	Poor	Good	Excellent
Judy Merritt		1	9

12.Comments: **Judy has done a great job with the program as well as the workshop.**Judy is a great instructor & very knowledgeable in her area--Good to work with & good for the students.**Excellent learning experience enabling us to direct students to enjoy and benefit from the CONOVER process.**Enjoyed the day -- very relaxed atmosphere.En-

Comments(cont'd)
joyed working with other teachers.**Well prepared for the workshop.**This workshop has provided much information which will enable us to benefit our own programs.The staff has been very helpful and made me feel very welcomed.**I really enjoyed coming to Odessa. I enjoyed the tour given. I received a lot of information which I know will be very useful to our program. Everything was excellent, and thank you for inviting us to see and learn from your topics and learning center.

References and Addresses:

Career Materials Inc.
11860 Kemper Road, Suite 7
Auburn, California 95603

CCP - U.S BASICS
1700 Diagonal road, Suite 400
Alexandria, VA 22314

CONOVER
P.O. BOX 155
Omro, Wisconsin 54963

Live Wire Presentations
3315 Sacramento St.
San Francisco, CA 94118

Piney Mountain Press
P.O. BOX 333
Cleveland, GA 30528

The School Company
Career Development Software, Inc.
2501 S.E. Columbia Way
Vancouver, WA 98661